



**SELINUS UNIVERSITY OF SCIENCES AND LITERATURE
INSTITUTE OF GRADUATE STUDIES AND RESEARCH**

Department of Sociology

**THE IMPACT OF LEADERSHIP STYLES ON EDUCATIONAL
DEVELOPMENT: A SOCIOLOGICAL ANALYSIS OF PRIVATE
EDUCATIONAL INSTITUTIONS IN NIGERIA.**

(Ph.D. Thesis)

Peterclever Chisom Ugori

Bologna – 2020

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DECLARATION

I hereby attest that I am the sole author of this thesis titled **“THE IMPACT OF LEADERSHIP STYLES ON EDUCATIONAL DEVELOPMENT: A SOCIOLOGICAL ANALYSIS OF PRIVATE EDUCATIONAL INSTITUTIONS IN NIGERIA”**, and that its contents are only the result of the readings and research I have done”. I hereby declare that all the information in this research was obtained and presented in accordance with academic rules and ethical conduct, and I fully cited all the references, materials and results that are not original to this work.

Date

Signature

APPROVAL CERTIFICATION

This is to certify that this Thesis titled “THE IMPACT OF LEADERSHIP STYLES ON EDUCATIONAL DEVELOPMENT: A SOCIOLOGICAL ANALYSIS OF PRIVATE EDUCATIONAL INSTITUTIONS IN NIGERIA”, carried out by Peterclever Chisom Ugori with student number UNISE0945IT of the Department of Sociology, has been approved with unanimity/majority of votes by the Jury and has been accepted for the award of Doctor of Philosophy (Ph.D.) in Sociology.

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Date:

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Date:

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Date:

DEDICATION

This thesis is dedicated to God Almighty for the gift of life given to me to complete this work, and to the entire family of Late Sir Augustine Ugori for their support towards my academic pursuit.

ACKNOWLEDGEMENT

My appreciation goes to my supervisor Professor Salvatore Fava who patiently guided me throughout this thesis, I have learnt a lot through his supervision which has really sharpened my intellectual ability. The knowledge I gained from this thesis will guide me in my future work. I also appreciate the effort of the Jury members for guiding me with the essential information which really helped me, and their contributions really made this work possible.

My special thanks to the management of Selinus University of Sciences and Literature for giving me the opportunity to study in this noble institution.

I am very grateful to my family for sacrificing a lot to make sure I graduate. I am thanking you all for your financial support, prayers and your words of encouragement. May God Almighty bless and reward you all. Amen.

Finally, I want to use this opportunity to thank the management, staff and students of Ugorian International Schools who I have left for a long time as a result of my studies. I really appreciate you all.

ABSTRACT

This study was aimed at identifying the impact of leadership styles on educational development in Nigeria. Eight (8) research questions were raised to guide the study. While simple random sampling procedure was used in selecting the study sample from the population. A structured and validated questionnaire designed was the instrument for data collection. Ten (10) private schools constitute the sample. Data collected were analyzed using frequency, percentage and mean. The effect of leadership styles on educational development include: Poor staff development policies in the schools, ineffective communication, lack of adequate facilities and equipment to execute school programs, low motivation of teachers by school administrators, non-teachers involvement in the curriculum making and decision making, as well also the leadership style adopted by the management, disparity in salary between public and private schools and constant sacking of teachers. It was therefore, recommended that condition of service including working environment should be improved to enhance teaching performance and learning. Work load carried by teachers working in private schools must be reduced so that it won't have negative effective for the teachers in area of teaching, constant sacking of teachers should be minimized. Also, adequate staff development and improved packages such as in-service training programs, workshops, seminars and regular conferences should be encouraged in private schools in order to acquaint teachers with recent educational development.

Keywords: Education, Private Schools, Leadership Styles, School Administrators, Teachers, Change, Job Performance, Motivation, Organization, Globalization, Nigerian Educational System, Innovation, Staff, Curriculum, Training, Management, employees, Students, Educational Institutions, Social System/Organization.

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CHAPTER ONE

INTRODUCTION

In every school today, there are teachers whose vision and zeal for imparting knowledge are not only limited to their own classrooms or departments, but extend beyond their boundaries. These teachers understand that students' personal and academic development cannot only depend on their classroom teachers alone, but also extend to other teachers within the school environment. These professional teachers experience proficient eagerness and seeking for approaches that will enhance effective teaching and learning which will bring about growth and development in the school they are serving. These teachers are always looking for ways to lead change in their school environment through what we call "teachers leadership skills". Some of these teachers were born and endowed with leadership qualities, while some of them developed their leadership skills through training and longtime professional experience. This mindfulness prompts these teachers with the zeal and professional restlessness to impart knowledge, as well as to lead change in their schools. They believe that students can learn many complex things from other teachers within or outside their classrooms. So, these teachers will go beyond their boundaries in educating students and imparting knowledge, and this process will not only bring about development to the students, but it will also bring about change and development to the school as well. These teachers are truly agents of transformation, and they have the skills, knowledge and qualities needed for achieving organizational goals.

Therefore, school administrators must support these teachers and provide the enabling environment in any way they can. School administrators should build a supportive networks that will encourage teachers for successful running of theirs schools which will boost productivity and enhance effective operations. Educational institutions, ranging from Nursery to tertiary levels must appreciate the effort of these professional in order to encourage them. However, the reverse is the case. Some of these school administrators lack the skills needed to move the schools forward. Furthermore, if there is a leadership/administrative deficiency at the top management level, the staff

will not be motivated to perform effectively, they will put in their best in the job. At this point, a good leadership role is needed to achieve an effective result irrespective of the size of the school, whether big or small. Many private schools in Nigeria are shutting down their operations as a result of poor leadership and administrative skills, they lack skills to motivate their teachers. These schools failed to understand that their poor administrative skills and bad behaviors of the administrators towards their staff, students, parents and community are the reasons for the decline in population.

Meanwhile, for the purpose of this study, the terms “Teachers and Private Schools” are generally used. In this study, teachers are individuals who instruct, provide activities, materials and guidance that facilitate teaching and learning in Nursery, Primary, Secondary, Training, Vocational and Tertiary Institutions. Furthermore, “Private Schools” refers to all private educational institutions irrespective of the type/level of the institution.

1.1 BACKGROUND OF THE STUDY

In any organization, whether formal or informal, big or small, there is need for efficient and effective management. Newman et al (1982) stated that management is concerned with the administration of human and material resources for achieving desired goals and objectives of such organizations. However, it is the administration of human resources that seems to be central focus of management. This is because, it is the personnel that coordinates and manage material resources for the ultimate goals of an organization.

Meanwhile, private educational institutions are becoming more complex in structure and composition because of sudden rush by parents to enroll their children in such schools, the need for capable and dedicated management cannot be over emphasized. This is because the success of any school administration depends to a large extent upon the management, and basically on the type of leadership style adopted. As Anderson and Van-Dyke (1972) put it, “the quality of accomplishment of any organization is related to the nature of its management, and education is no exception”. Hoy and

Misket (1978) explained that, leadership style could be seen in the areas of communication and decision making process, delegation of responsibilities and supervision of school activities. Lewin and Craig (1968) cited in Obinna (2016) observed that leadership style affects job satisfaction and performance. In this aspect, leadership style could equally lead to organizational conflict or promote hostile working environment which is counterproductive.

In the administration of any school, the leadership style of the management which include the proprietor, principal, supervisor or any other person that may be used to run the affairs of the school really count very much on the successful administration of the school. A school administrator who treats his teachers with regards would definitely expect a high level of performance from them. This was the expectation of Peretomode (1991) as he stated that, effective administrators are those who give support to their subordinates. To ensure high level performance of teachers especially in private schools, it is expected that the school administrator provides adequate and enabling environment, and good job conditions for the accomplishment of teaching and learning activities. It is against this background that the study is therefore planned to fill the gap by examining the leadership styles in private schools in Nigeria, how they affect teachers' performance, and their impact on educational growth and development.

1.2 STATEMENT OF THE PROBLEM

The impact of leadership styles on educational development have been viewed by many scholars. According to Wilkins (1975), the emotional satisfaction or dissatisfaction of teachers depends on the leadership style being adopted by the persons in position of authority. This belief is supported by Obede (1985) who said that performance of teachers depends very much on the leadership techniques adopted by the school management. Arubayi (1986) in his contribution explained that teachers who impart knowledge on students are no doubt important personnel in the school system and should be encouraged to perform their duties effectively. Owens (1970) cited in Nduka (2008) emphasized that in carrying out functions, the private schools'

management adopt some leadership behaviors that have had profound effect on education globally.

However, according to Okoro (2000), the morale of teachers especially in private schools is very low as a result of the type of the leadership style being adopted by the school management, as well as lack of motivating factors in private schools. Eden (1998), observed that teachers like any other group of workers, want to enjoy good standard of living. They will react negatively and will not perform their best if their conditions of service are poor. According to him, this may have effect on the performance of teachers as they may not be willing to put in their best in their job, which will affect their production and their schools.

In Nigeria, it appears there are more private schools springing up every nooks and crannies of the country competing with the public schools. Records have shown that students of these private schools are doing better in external examinations compared to the ones from public schools, even in the aspect of moral behaviors, students of private schools behave better than students from public schools, leading to the preference of private schools by the parents over the public schools. This positive outcome of result could not only be attributed to students' ability, but also to the teachers who tirelessly prepare students for these external examinations through their effort. Positive result is a product of higher performance, and one wonders what could be the motivating factors adopted by the private schools' management that are lacking in the public schools. Could it be as a result of better motivation, strict working condition, or are their teachers compelled or bullied by the management to perform their duties without considerations to their feeling and welfare? It is in a bid to unravel this puzzle that a study of this nature becomes necessary.

1.3 SCOPE OF THE STUDY

The study covers aspects of leadership as well as educational growth and development globally, but with reference to Nigeria as a case study. It focuses on areas like leadership styles, school administration, the performance of teachers in private

schools, educational change, curriculum making, and their impact to the private schools, students and the society in general. Furthermore, education being a branch of sociology which is the bedrock of the society, this study analyses the impact of leadership styles on educational growth and development sociologically. Therefore, the study is a pure sociological analysis of Nigerian Educational System.

1.4 AIMS AND OBJECTIVES OF THE STUDY

The purpose of this study is to examine the impact of leadership styles in private schools on teachers' performance. Specifically, the study intends to:

- Examine the role of education in the society.
- Examine the leadership styles adopted by management of private schools in Nigeria.
- Examine the influence of leadership styles on teachers' job performance.
- Examine the factors that affect management of private schools in the Nigeria.
- Identify factors that limit teachers' performance.
- Identify factors that could enhance management and teachers performance in private schools so as to increase productivity.
- Examine the impact of education as a social institution.

1.5 SIGNIFICANCE OF THE STUDY

It is expected that this study will review the importance of good management policy as necessary conditions for the successful attainment of the private schools objectives. The study also hopes to afford members of the school management the opportunity to assess themselves and to know the impact of their actions on teachers and obvious consequences this has on the school. Furthermore, it is expected that the conclusions and suggestions made in this study will foster better management styles practiced in the private schools.

Teachers are indispensable; they should be valued, cared for and respected. According to Okoroma (2000), it is important for educational administrators to always take into

consideration the welfare of teachers because teachers can make or mar the system depending on how they feel the management treat them when taking decisions. If their needs are not satisfied they cannot perform their best.

Nwankwo (1982) also said that teachers should take part in decision making, that this will enhance the spirit of belongingness on the part of the teachers. It is important or necessary that teachers be involved in decision that affects them to function at their best. Motivation is vital for effective performance. For the teachers to be proactive and happy there should be a motivating factor which will make their morale to be high, so as to impact and inculcate the right knowledge to the students.

This research will help to understand the concept of leadership and its impact on educational development. It will also examine Nigeria's educational system and the impact of private schools on educational growth and development. This research will be a classical one and will be a reference point for educational studies. It will be vital for students of education, social sciences, scholars, researchers, policy makers, administrators, managers and government worldwide in order to achieve effective results in any organization. This study gives complete picture why many organizations failed. It will help them to understand the factors that hinders growth and development, and ways to achieve efficiency and effectiveness in organizational management.

1.6 RESEARCH QUESTIONS

For the purpose of this study, the following questions are posed as a guide to enable us understand the impact of leadership styles on educational development:

- How effective is Nigerian Educational System?
- What are the leadership styles and their influence on educational development?
- How does leadership styles affect teachers' performance?
- What are the factors that limit teachers' performance in private schools?
- Who are the school administrators?
- Who are the teachers?
- What is the role of Social Change on Educational Development?

- How effective is Curriculum Making in Nigerian Schools?

1.7 HYPOTHESIS

Leadership styles have a great influence in any organization. Leadership style can affect educational institutions either positively or negatively.

There is no best leadership style, it all depends on the situation. Although, democratic leadership style is more preferably for an effective result.

1.8 THEORETICAL FRAMEWORK

Theoretical framework for this study is anchored on Two/Dual Factors Theory. This theory of motivation was propounded by Frederick Herzberg and his colleagues. It is all about determining which factors in an employee's work environment cause satisfaction or dissatisfaction. This theory is variously termed two-factors, dual factors, motivator-hygiene or Herzberg's theory and has been widely accepted by administrators. The theory holds that one set of rewards contributes to job satisfaction and another separate set of rewards, cause job dissatisfaction. This means that work satisfaction are not opposites, rather they are separate and distinct dimensions. This means that work satisfaction dissatisfaction of a person's attitudes about work (Oku, et al 2008).

The dual theory was based on the findings of Herzberg famous study of industrial employee motivation to work, which he used 203 Accountants and Engineers to describe events experienced at work that had resulted in either a marked improvement or a significant reduction in job satisfaction. Analyses of their responses to the interview contents indicate that positive events were dominated by references to achievement, recognition, work itself, responsibility and advancement. Negative events were dominated by references to inter-personal relations with their peers and superiors, policy, administration or working conditions.

Based on these findings, he developed this theory to explain the results, Herzberg posits that certain factors act to increase job satisfaction, but absence of such factors

does not necessarily cause job dissatisfaction. This is because, the factors causing satisfaction (satisfiers/motivators) are different from those causing dissatisfaction (hygiene), so, the two feelings cannot be treated as opposite of one another. He called those factors that bring job satisfaction satisfiers or motivators, and dissatisfies, 'hygiene factor'. The term hygiene is used in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but by themselves do not provide job satisfaction. He opines that individuals in an organization start from a neutral stance, possessing neither positive nor negative attitudes towards a job. The gratification of certain factors, such as motivation, increases job satisfaction beyond the neutral point, but when not gratified, only minimal dissatisfaction results. On the other hand, when hygiene factors are not gratified, negative attitudes are created, producing job dissatisfaction but when gratified leads to minimal job satisfaction. That is motivators combine to contribute more to job satisfaction than to job dissatisfaction.

Herzberg argues that the distinctions between the two opposite are two distinction human needs-of physiological and psychological. Physiological needs can be fulfilled by money and shelter and psychological need to achieve and grow can be fulfilled by activities that cause one to grow; so factors to dissatisfaction or no dissatisfaction are not part of work itself but external factors which he refers to as hygiene factors as. That is providing incentives or threat to cause someone to do something which provides short run success. While motivator factors determine whether there is satisfaction or no satisfaction, are intrinsic to the job itself and do not result from carrot and stick incentives.

However, motivators are those factors that energize individuals in an organization for higher performance or productivity while hygiene factors earn individuals personal satisfaction within the organization.

Examples of hygiene factors and motivation factors are listed as follows:

Hygiene Factors (Environment Related)	Motivation Factors (Job Contents)
Pay	Meaningful and challenging work

Status	Recognition for accomplishment
Job Security	Opportunities for growth and advancement
Supervision	Feeling of achievement
Fringe benefits	Increased responsibilities
Working conditions	The job itself
Policies and administration	
Practices	
Inter-personal relations with superiors, peers and subordinates	
Enabling Environment	

Oku, et al (2008)

The impact of the two-factor theory on educational growth and development is that school Administrators must provide hygiene factors to teachers in order to avoid employee dissatisfaction and must also provide factors intrinsic to the work itself for the teachers to be satisfied and motivated in their jobs. Job enrichment is required for intrinsic motivation and has to be a continuous management process. Job should have sufficient challenge to utilize the full ability of the employee, give employees who demonstrate increasing levels of ability, increasing level of responsibility. Sharing the same view, Reif et al (1974) cited in Ahamba (2012) stressed that the best way to increase both job satisfaction and performance is to concentrate on improving the work itself, and it defines job enrichment to concern in designing work to includes a greater variety of content, requires a high level of knowledge and skills, gives the worker more autonomy and responsibility for planning, directing and controlling his job; and provides the opportunity for personal growth and meaningful work experiences.

The two factors theory has been widely accepted and used as the theoretical rational for numerous empirical studies and administrative innovations. The theory is related to Maslow's Hierarchy of Needs Theory. The theory establishes this relationship by asserting that factors leading to positive job attitudes (motivators) because of their

potential to satisfy the individual's need for self-actualization. A job represents an important opportunity for self-actualization. By performing specific tasks, an employee can achieve rewards achievement, recognition responsibility which reinforces self-actualization. The two factor theory concentrated on the psychological person in terms of how the job affects his basic needs. Therefore, teachers really need job growth and hygiene for better performance.

CHAPTER TWO

LITERATURE REVIEW:

INTRODUCTION

This chapter is concerned with the review of available literature in relation to school system, leadership styles and their effect on teachers' performance in private educational institutions. The review will concentrate on the following sub-headings:

- The role of School as a Social System/Organization
- How effective is Nigerian Educational System?
- What are the leadership styles and their influence on educational development?
- How does leadership styles affect teachers' performance?
- Who are the school administrators?
- Who are the teachers?
- What are the factors that limit teachers' performance in private schools?
- What is the role of Social Change on Educational Development?
- How effective is Curriculum Planning

2.1 THE ROLE OF SCHOOL AS A SOCIAL SYSTEM/ORGANIZATION

School is a part of the complex social system or social organization. School is a social system that reflects and influences the social and cultural order of which it is a part (Ahamefula and Nnajieta, 2005). According to them, school has a system of statuses and roles, a body of values, skills, and traditions, its own rituals, social control, and its own special language. Also each classroom forms an interacting social group.

According to Agada (2004), an organization is a mechanism or structure that enables living things to work together effectively. It is formulated or developed to facilitate group action or relationships with an intention of bringing about desirable outcomes.

Education both formal and informal is one of the most important institutions of the human society. As an institution of society, the school is organized and structured to

perform a specific function for society. It has a set hierarchy of authority and power. It also has a set of rules and regulations guiding all participants and it is administratively bureaucratic. School as a social organization, it has the function of preparing the young ones of the society.

For efficient and effective lives as adult members of their society, it is hierarchically organized from the headmaster or principal to the messenger and each of these participants has well defined functions and responsibilities to perform in the life of the organization. These participants are made up of well-trained specialists in different subject areas all of whom are responsible to the school Headmaster or principal. The school society is made up of relatively stable population composed of the same people day after day. The population is rather homogenous in that students of the same age are placed in the same class while teachers form another segment of the school society.

There is a common activity in the school which goes on from day to day, and is made up of teaching and learning with provisions for rewards and punishment. There is a common curriculum and syllabus which both the individual school and all other similar schools throughout the country follow. Distinctive dress or school uniforms is a further means of setting students of the same school apart from other schools, and from the rest of society. This encourages students of a particular school to identify themselves as one.

According to Asian College of Teachers (2019), concepts in educational administration are based on the concepts from business management which try to describe pattern of regularities in organizational life. Therefore we view schools as organizations.

In today's management concepts, there are three main approaches that are used in describing organizations as systems: They are Rational, Natural and Open Systems approaches.

The Rational System Approach: This approach views organizations as formal set ups designed to achieve specific goals. Terms such as efficiency, optimization, and rationality are associated with this system. However its rigidity is its weakness.

The Natural System Approach: This approach views organizations as social groups trying to adapt and survive in their particular system. It focuses on informality and people rather than formality and structure. It has its roots in human relations.

The Open System Approach: This approach views organizations as being influenced by the environments they are in and at the same time being dependent on them. They transform inputs from the environment to produce outputs. Like the schools that uses inputs like people, materials and finances to transform them through the educational process into producing educated and skilled students. The open system approach will reflect the following concepts:

1. Inputs: People, resources from outside.
2. Transformational process: To change inputs into something valuable.
3. Outputs: The end product to return to the environment.
4. Feedback: Information for self-correction.
5. Boundaries: Which differentiate the system from its environment.
6. Environment: Anything beyond its boundaries that influence or effect it.
7. Equilibrium: A constant steady state of affairs bringing in security and safety.
8. Entropy: To constantly innovate, renew and reinvent so as not to cease to exist.

School is most definitely a social system and is characterized by interdependence of various parts, a clearly defined set of people, different from its environment, a network of social relationships and has its own unique culture. The school as a social system has four major elements: Structural, Individual, Cultural and Political.

Therefore, can training based on business and industrial theories applicable for the skill development for school leaders? To answer this question, theories emerging from organizational background are generic and thereby applicable to all organizations (Asian College of Teachers).

2.1.1 FUNCTIONS OF SCHOOL AS A SOCIAL SYSTEM

According to Agada (2004), the school is a unique social institution and there is no other institution in society that can substitute for it. It has a far reaching impact on both the individual and the society.

The school is not just a place where students and teachers meet from time to time, it is a place where relevant society messages are passed on to the students. The culture of the society and the patterns of life of the society are transmitted to students.

In the school the pupils and students learn to live and work together, interact, and share things in common. All these lay foundation for unity in society in adult working life.

School as an agency of social change, it is an important agency of social change that ushers in development in the society and people's standards of living. Family life styles including family size is enhanced and people become aware of the civic responsibilities.

The personality of the individual, personal hygiene, appearance, dressing, comportment, as well as human relationships and the total character of the individual are enhanced as a result of the type and level of education the individual receives.

School also enables people to acquire vocation; and technical skills that will enable them live productive and fulfilling lives. The school which is the main source of education is an agent of cultural transmission, school in its curriculum teaches such contents that are essential for the existence of society, and so ensures the continuity of the society. School also assist students to learn leadership skills because they are the leaders of tomorrow.

2.2 HOW EFFECTIVE IS NIGERIAN EDUCATIONAL SYSTEM?

Nigeria is a country in West Africa. Nigeria is a multicultural society, it has a population of over 200 million people, with 250 Ethnic Groups and 500 Languages.

The largest ethnic groups are Hausa/Fulani, Igbo and Yoruba. Nigeria is made up of 36 States and the Federal Capital Territory.

The history of modern day Nigeria can be traced back to the year 1914 of the amalgamation of Southern Protectorate and Northern Protectorate to form a single country. In fact, the amalgamation of Nigeria was a dangerous experiment by the British Colonial Administration led by Governor Fredrick Lord Lugard. It was a barbaric combination of different heterogeneous cultural and ethnic groups to form a single entity called Nigeria by this British Colonial Government.

Nigeria got her independence from the Britain on 1st October 1960. But Since the independence, Nigeria has never witnessed peace and tranquility. Each ethnic group is in pursuit of their own interest, to extract much resources as possible and occupy much positions at the expense of other ethnic groups. According to Nnonyelu (2009), the way other ethnic groups perceive the treatment of their people outside their regions, and the way they are being treated by members of other ethnic groups is another potent factor that has marred cordial inter-ethnic relationship in Nigeria.

Meanwhile to talk about education in Nigeria, it is necessary to start with this point, "Education as a social institution is paramount to the development of any human society. Okon and Anderson (1972) cited by Agada (2004), are of the opinion that individuals in educational institutions acquire knowledge and skills in preparation for challenges of life. While in preparatory stage, they view the school as a vehicle of elitism, agency of alienation and a community institution. These are some of the views of education in Nigerian context according to them.

Education is light, a life wire of the society, and therefore, any society that ignores education is a dangerous society. One of the indicators of global development and the health of any nation depends on the literacy level (Nnonyelu, 2009). Education is one of the most important factors that differentiates human beings from animals because it is one of the principal outcomes of man's rationality (Okafor, 1981, cited in Ekwealor,

2003). As Plato put it, “a good education consists of giving to the body and to the soul all the beauty, and all the perfection of which they are capable”.

According to Otite and Ogionwu (1979), “Education refers to the acquisition of knowledge and skills required to adopt to and exploit the social and physical environments in the process of development. Education as an agent of socialization, is a process of training and bringing up young, and also the old members of a society, morally, spiritually, and intellectually. It a process of producing the desired characters and for developing the mental powers of members of a society”. Okafor (1981), defined education as a process of acculturation through which the individual is helped to attain the development of his potentialities, and their maximum activation when necessary, according to right reason and to achieve thereby his perfect self-fulfillment. Furthermore, Fafunwa (1974) cited in Nnamdi (2007) is of the view that education is the aggregate of all processes by which a child or young adult develops the abilities, attitudes, and other forms of behaviors which are of positive values to the society in which he lives, that is to say that it is a process of transmitting culture in terms of continuity and growth, and for disseminating knowledge either to ensure social control or to guarantee rational direction of the society. According to Okafor (1988) cited in Onwuka (2010), he explained that education is all those experiences of an individual, through which knowledge is acquired, the intellect enlightened or the will strengthened.

The above definitions of education point to the fact that any education that goes contrary to the idea of developing the potentialities of individuals so that they will be able to benefit and also contribute to the development of the society in which they find themselves may not be seen as functional. According to Nnonyelu (2009), education has come to occupy a pride of place in today’s world, particularly against the background of the realization that modern society is knowledge driven. It is through education that we acquire skills, knowledge, and building capacity for self-development and the development of our various societies.

According to Anyanwu and Mbakwem (1999), the aims and objectives of the Nigerian educational system include the following:

1. The inculcation of national consciousness and national unity.
2. The inculcation of the right type of values and attitude for the survival of the individual and Nigerian society.
3. The training of the mind in the understanding of the world around.
4. The acquisition of appropriate skills, abilities and competencies both mental and physical, as equipment for the individual to live in and contribute to the development of his society.

Furthermore, Ahamefula and Nnajieta (2005), stated that Nigerian Educational system is hierarchical, just like in the western world, it is composed of Nursery, Primary, Secondary and Higher Education. It uses a combination of grades and standardized examinations for evaluating and sorting students. The system is comprising of Three Years for Nursery School, Six Years for Primary School, Six Years for Secondary School, and Four/Five Years for University Education. The country has transited from the 6, 3, 3, 4 and now to 9, 3, 4 System of education according to Universal Basic Education (UBE). Although, the system of education being practiced in Nigeria is quite different from what is written on the paper, and one of the problems is that the one written on the paper did not include Nursery school.

The missionaries from Europe brought western education to Nigeria. They came to teach Christianity which also involved education. They built churches which they used on Sunday for service, and on weekday they used them as classrooms. In a bid to spread the gospel of Christ, they trained the natives who worked for as catechists, interpreters and pastors on how to read and write.

Before the arrival of western education in Nigeria, there was traditional or indigenous education which is an informal education. Taiwo (1980:179-79), cited in Onwuka (2010), defined traditional education as “the education which each Nigerian community has handed down to succeeding generations, which is different from

Western-style of education of the modern school system”. During the traditional system of education, people were trained by family members and elders in communities. They were taught of the family and societal norms and values, which guided and shaped them their orientation. Meanwhile, the introduction of western education led to the social transformation in Nigeria.

Meanwhile, there have been an argument among scholars on the effectiveness of the current Nigerian Educational system. Many scholars believe that the previous system of education in Nigeria remains the best to compare with what is obtainable presently. According to them, pupils and students who went through the previous educational systems performed better in all aspects, than the currents students in our various schools in Nigeria. They emphasized that, the olden days teachers were well motivated, and well paid compare to the present teachers. The students were offered the best education, there was low level of examination malpractice at those days, and there is an assurance for job offer after graduation, which is not applicable nowadays. They argued that the standard of education in Nigeria is falling day by day. According to them, it was not so in the past. Therefore, the effectiveness of the Nigerian Educational System has been in controversy and debatable among the scholars.

2.3 THE IMPACT OF LEADERSHIP IN EDUCATIONAL INSTITUTION

Leadership has been defined in different perspectives by different authors because it does not have a globally acceptable definition. According to Asian College of Teachers, leadership is a process in which an individual has the ability to influence and inspire activities and people in an organization. A narrow view of leadership is that of a specialized role that cannot be shared. However a broader definition views leadership as a social process and is distributed across others in the system.

A wide range of stakeholders believe that the success of educational organizations rest on the school administrators. The growing and changing demands on schools have further reiterated this view. As a result school leaders are constantly under the scanner. School leaders are being criticized for not guiding instructional improvement, not

incorporating innovative technologies, not making an effort in modernizing outmoded administrative structures etc. such challenges make it all the more imperative to understand educational leadership in greater depth.

Meanwhile, the definitions for educational leadership are as numerous as the scholars engaged in its study. Chambers (1997) defines leadership as: “a process of social influence in which an individual is able to enlist the aid and support of others in the accomplishment of a common task.” The basic underlying fact in similar definitions is that leadership is a social process in which one person exerts intentional influence over others to structure activities and relationships in an organization. One view regarding leadership is that all the responsibilities and functions are concentrated in one individual and others are followers. The other view is that leadership is a social process that occurs naturally and is shared by all in the system.

Katz and Kahn (1978) identify three major components of leadership that clarify the controversy:

1. The attributes of a position or office.
2. Characteristics of a person.
3. Category of actual behavior.

Before we look at leadership more closely, it is important to differentiate between administrators/managers and leaders because many individuals see them as synonymous, and not every leader is a manager.

Management has been previously defined as the act of getting things done through other people in order to achieve stated organizational goals or objectives. Management is related to people working within a structured organization and with prescribed roles, while leadership is interpersonal behavior in a broader context, and it's often associated with the willing and enthusiastic behavior. Leadership does not necessarily take place within the hierarchical structure of an organization (Abba, et al, 2004).

Leaders: Focus on Goals and outcome, establishes direction, motivates and inspires.

Administrators/Managers: Focus on stability and efficiency, plans and organizes, controls and solves problems.

Therefore based on the above explanations, leadership may be defined as a social process made of rational and emotional elements that influence interpretation of internal and external events, choice of goals, organizational work, individual motivation and power relations.

2.4.1 LEADERSHIP TRAITS

Recent studies categorizes leadership traits into the following:

(1) Personality traits: Personality is a unique characteristics that differences one person from another. Leaders show self-confidence, they set high goals for themselves and their followers. Their ability to handle stress helps them to make good decisions, stay calm and direct others. Emotional maturity help leaders to have an accurate awareness of their strength and weaknesses. It also helps them maintain cooperation among others. Integrity means that the behavior of leaders are consistent with their values and they are honest, ethical and trustworthy. Leaders are also socially outgoing and comfortable in groups.

(2) Motivation: Leaders are associated with task and interpersonal needs. They are characterized by their drive for the task and their concern for people in the organization. Power needs direct their desire to seek high positions which in turn gives them the opportunity to have influence over others. The achievement needs determine their desire to excel, succeed and responsibility. They set high expectations both for themselves and others in order to receive valued outcomes for their efforts. Self-efficacy is another motivational trait that helps leaders to organize and carry out a course of action.

(3) Skills: (Mumford, et al., 2000) posits that problem solving skills, social judgment skills and knowledge make effective leaders. Leaders possess technical skill and specialized knowledge about being skilled at a specific type of work. For example in

schools technical skills relating to rules, staffing, budgeting, supervising, evaluating are essential for any school leader. Interpersonal skills in understanding the attitudes and feelings of others and building collaboration and cooperation among team members are an essential skill for leaders. For example the ability to communicate clearly through written and spoken language, having empathy, being sociable are all important. Conceptual or cognitive skills help them analyze, think logically, organize and solve problems. These skills also help to recognize emerging trends, opportunities, predict the impact of social changes.

Based on various studies and research on leadership traits, a frame work of leadership behavior shows the following:

(A) Leaders are task oriented: They clarify roles of others. They organize, plan and monitor operations. They help accomplishing of task. Use human and economic resources efficiently. They maintain, stabilize and improve processes.

(B) Leaders are relations oriented: They support and help people. They recognize and develop staff faculties, skills and knowledge. They manage conflict, improve relationships and increase cooperation and team spirit.

(C) Leaders are change oriented: They scan and interpret external events because change is inevitable in every human society (Asian College of Teachers).

2.4 WHAT ARE THE LEADERSHIP STYLES AND THEIR INFLUENCE ON EDUCATIONAL DEVELOPMENT?

Leadership whatever organization they found themselves performs similar functions and the objective is the achievement of organizational goals. Many leaders have failed woefully, and many have succeeded in achieving the organizational goals and objectives. Some leaders are liked/loved by their subordinates; while some are despised. The successes and failures of leaders depend on the type of styles they use.

Leadership style is the way in which functions of leadership are carried out, as well as the way in which the manager typically behaves towards members of the group. The

focus on leadership style is on the premise that subordinates are more likely to work effectively for administrators who adopt a certain style of leadership than they will for those who adopt alternative styles.

According to Agada (2004), Schools are hierarchical organizations in which some individuals have greater authority than others. The principal or headmaster, for example, has responsibility for the operation of the school, which is higher in the institutional hierarchy than the teachers. In a similar way, teachers are responsible for the conduct of students in the classrooms and therefore rank above the students in the school organization. The role of the teacher is different from the role of the students because of the responsibility the teacher bears. The teacher is expected to provide leadership in the classroom and school environment. The kind of leadership may vary according to societal expectations, the teacher's personality and the school situation.

According to Abba, et al (2004), leadership styles are basically classified under three headings: Authoritarian/Autocratic, Democratic and Laissez-faire. There could be many dimensions within these broad headings and a number of other styles may be identified. They include, dictatorial, bureaucratic, benevolent, charismatic, consultative, and participative leadership styles.

Authoritarian/Autocratic Leadership Style: The Authoritarian or Autocratic style is where the focus of power and decisions are with the administrator or manager. The leader alone exercises decision making right and authority for determining policy, procedures for achieving goals, work-task and relationships, control or reward or punishments. The autocratic leader commands and expects compliances. The authoritarian leadership determines all policies concerning activity determines each step to be taken, and assigns all tasks.

According to Ojo (1991), "An autocratic leader is one who commands and expects compliance, which decides on the goals to be achieved and has authority to withhold or give rewards or punishments". Livingstone (1969) cited in Ahamba (2012) opined that autocratic leader issues order to be carried out without any question or non-

compliance. Hicks and Gullet (1976) explained that autocracy is a situation where only the leader makes all the decisions and the subordinates are supposed to carry them out. As Stoner (1982) puts it, autocracy is a situation where the leader issues orders to the subordinates on what task to be done and is carried out promptly. He referred to this style as “exploitation”, since only the leader makes all work related to decisions and orders the subordinates to carry out without any question or non-compliance. Thus, in formal organization like school system, the autocratic leadership is “exploitative” in that decisions are taken by the management alone without considering the teachers and these have adverse effects on teachers’ performance.

Democratic/participative Leadership Style: Democratic or participative leadership style, unlike the autocratic style, takes into consideration the wishes and suggestions of the subordinates in decision making process. It is a human relations approach in which all members of the organization are seen as important and given the opportunity to contribute to decision making, planning and execution of the programs. Mussazi (1982) stated that democratic leadership rests on the idea that members of a group or their representatives shall be involved in the making policies. Similarly, Edem (1998) argued that democratic leadership style permits self-expression, creativity and group interaction. According to Mullins (1985), the democratic leadership style has its focus more on the group as a whole as there is greater interaction within the group. In other words, Mullins opined that group members have greater say in decision making in the determination of policy implementation of systems and procedures. Hicks and Gullet (1976) stated that democratic leadership style takes into consideration the wishes and suggestions of the member as a whole as those of the leader. This implies that the democratic leadership style emphasizes workers and management participation in the formulation of policies that serve as guide lines for organizational operations.

The Democratic leader consults with subordinates on proposed actions and decisions and encourages participation from them. There is greater interaction within the group. The leadership functions are shared with members of the group. Under democratic leadership style, teachers participate in decision making, determination of policy,

implementation of systems and procedures. The democratic leaders seek to obtain teachers decisions, with technical assistance.

As there is obvious advantage in democratic leadership style, there could also be an obvious disadvantage. To buttress this argument, Spooner (1979) cited in Ahamba (2012) says that “A head who believes in participation must not allow him to be carried along like a cork in whatever direction of collection wisdom or folly his staff may wish, clearly he needs a compass and some paddles”. This implies that emphasis should be laid on consultation, team work and participation, but the most important factor is the quality of the management style adopted.

Laissez-faire Leadership Style: The Laissez-faire style of leadership is where the administrator/manager uses his or her power very little, if at all, and giving subordinates a high degree of independence, or “free rein”, in their operations. Such leaders depend largely on subordinates to set their own goals and the means of achieving them and they perceive their role as one of facilitating the operations of followers by furnishing them information, and acting primarily as a contact with the group’s external environment. The laissez-faire leaders play a more passive role, leaving much of the initiatives to the teacher to decide what to do.

Laissez-Faire leadership style refers to what Blace and Mouton (1964) cited in Abba, et al, (2006) call “impoverished leadership”. In this setting, the leader has little or no concern for either members of the group or production. Decision-making function resides in the individual members of the group with no policies or procedures to guide such decisions. The effect is that there is lack of purpose, frustration and less employees’ satisfaction and production. Manuel (1999) cited in Udoka (2010), in his own view, stated that Laissez-Faire leadership style as “Allow them to do style”. This implies that a member is given a goal and mostly left alone to decide on how to achieve the goal. The obvious disadvantage of this leadership style is that there is lack of group cohesion and unity towards organization objectives.

The Laissez-Faire leadership style hardly operates in the school system with the fear that the result will be devastating. The school has its system, some objectives or a goal to be achieved through the work of people within a given environment or situation, and it is believed that there should exist interpersonal relationship between the individuals in the entire system.

Meanwhile, the success of any private school depends on the leadership style of the school administrator. Those who subscribe to these three styles of leadership are likely to recognize that the use of any style will depend on the situation. A school administrator may be highly autocratic in an emergency situation. For instance, one can hardly imagine a fire chief meeting with his crew to consider the best way of fighting a fire. Administrators may also be autocratic when they alone have the answers to certain questions. A leader may gain considerable knowledge and a better commitment on the part of persons involved by consulting with subordinates. Furthermore, an administrator or supervisor dealing with a group of researchers may give them considerable free rein in developing their experiments. But the same administrator might be quite autocratic in enforcing compliance concerning the duration of the research.

According to Agada (2004), looking at these three leadership styles in any educational institution, it is believed that under the authoritarian leader, teachers work very actively when the administrator is present, but the rate of work fell sharply in the absence of the administrator. In the democratic leadership, teachers did not work so hard in the presence of the administrator, but they maintained the same rate or work even in the absence of the administrator. The least productive was those that work under the laissez-faire leader.

In any school environment, certain variations in leadership styles are effective in different situations. In order to get the best results from staff, the administrator must have regard for the need to encourage high morale, a spirit of involvement and co-operation, and a willingness to work. This gives rise to consideration of the style of leadership and style which the manager or administrator may apply towards the

realization of organizational objectives. In carrying out functions, the private schools' management adopted some leadership behavior that have had profound effect in educational institutions (Owens, 1970).

However, the National Policy of Education advocates working towards a democratic work environment. Some authorities and school administrators mistakenly fear that democratic control means less emphasis on discipline which will lead to behavioral problems in the school. It is known that democratic leadership is not synonymous with permissiveness. However, it has been advocated that authoritative leadership which blends the best of authoritarian and democratic leadership styles always yields the best results (Okon and Anderson, 1982 cited in Nduka, 2008).

2.5 HOW DOES LEADERSHIP STYLES AFFECT TEACHERS PERFORMANCE?

Whatever leadership style management chooses to adopt in an organization is determined upon the goals and aspirations of the organization, and this has been a popular belief among managers and administrators.

Blau and Scot (1963) cited in Obinna (2016) observed that leadership styles include domination of which the administrator has legal backing and uses it to enforce compliance to his wishes and command. Gibb (1975) saw authoritarian style as a defensive model which emanates from fear and insecurity on the part of the management.

Lewis, et al (1970) cited in Kanayo (2010), attempted to discover the dynamics of democratic, authoritarian and the Laissez-Faire leadership style on the performance of teachers showed a systematic difference as a result of management style each group was exposed to.

In Laissez-Faire condition, very little could be accomplished and these teachers are generally dissatisfied. The authoritarian management may get the work done quickly, but the teachers are hardly satisfied and sometimes develop hostile attitudes towards

the management, students and productivity normally drops when the management is not around to supervise and this affects the level of their performance. They also found out that management uses democratic leadership style fosters friendship among teachers, and production continue in the absence of the management because they are generally satisfied. Another research at Ibadan in 1945 as reported by Ahamba (2012) showed that a considerate management will have friendly, trusting, respectful and warmth subordinates who are highly effective and efficient.

Blace and Monuton (1964) cited in Ahamba (2012) observed that when teachers participate in decision-making and are given free hand to do their work, productivity increase. According to them, such consideration improves motivation as teachers feel more accepted and involved in the affairs of the school. Also, it is observed in Schneider (1984) that school administrator stand to benefit from their teachers, if they are allowed to make decision on issues affecting them. Likert (1961) identified two friendship styles, as job and employee centered. According to him, the job centered style is characterized by management setting rigid work standard and closely supervised subordinates. The result is hostile attitude towards the management and drop in productivity. However, the employee centered style, according to Likert (1961), is characterized by manager or administrator encouraging workers' participation in decision making especially on things that affect them. It was discovered that style enhances workers performance.

Aluho and Balasco (1972) observed a link between decisional deprivation and increased conflict among members of teaching staff. Also, they observed that management who are very directional and task-oriented always have conflict in their organizations. The conclusion was that morale, job satisfaction, team spirit and so on, are paramount concern to teachers and therefore lead to greater performance. Halpin (1956) cited in Ahamba (2012), in studying industrial educational setting, observed that the effect of management on productivity and initiating structure and consideration were fundamental factors of management behavior and that a combination of both is important for high productivity.

Meanwhile, a double approach or strategy of leadership style has been advocated. The proponent of this model support management practice that has concern for task and equally for the employee at the same time. Ogunlade (1983) observed that in Ondo State of Nigeria, many effective principals use more than one management style. Arubayi (1986) cited in Udoka (2008) also discovered that more than half studied total population of principals studies had high relationship and high task oriented management styles that was attributed to their effectiveness.

Nwankwo (1981) identified five leadership styles in schools. According to him, the Democratic, Transactional and Autocratic styles have positive effect on teachers' performance, while Pseudo-democratic and Laissez-Faire styles have negative effect on teachers' performance.

A similar study by Ajibade (1981) revealed that the democratic style of leadership ranked first followed by the transactional, pseudo democratic and then in that order. It equally looked into the issue of using more than one leadership styles in his study about leadership style and staff performance in school of nursing and Midwifery, Kwara State. According to him, tutors were of the opinion that their principal adopted five leadership styles but uses democratic style more often. He recommended that though situation determines the styles to be used, the most appropriate should be used to ensure harmony and enhance good performance from teachers. Oyodeji (1986) opined that leadership style especially one that combines persons and task orientations foster good communication, stimulate teachers interest in school activities and encourage participation in decision-making and thereby improve productivity. But Ukeje (1986) believed that there is no best leadership style. To him, good leadership depends on the proper manipulation of situation; the opinion was collaborated by Tannenbaum (1982) who advised that the knowledge that there is no ideal or best style of leadership is the beginning of wisdom in management.

Meanwhile, many private schools are not quite doing well because of the leadership styles adopted by management of these schools without them knowing the actual cause

of their problem. Many school administrators find it difficult to motivate their teachers. Any employee who is not well motivated can never perform well in any job.

I have the privileged to study in many private institutions, from basic to tertiary levels. I have spent years studying in these private schools, and I discovered numerous things happening in these private schools. There is no doubt that poor performance of students in private schools will lead to decline in population in any educational institution. When teachers are not motivated, it affects their productivities, therefore the teaching performance of staff will be severely affected. When the teachers fail to deliver what is expected from them, it will automatically affect the performance of the students because they are the final consumers at this point. When students fail to improve in their performance, their parents will have no alternative than to send them to another school, which is one of the reasons for population decline in many private schools in Nigeria.

Another cause of population decline in some private schools is constant change of teachers. Some teachers possess charismatic leadership, most the teachers are loved and cherished by the students. Any teacher with charismatic leadership is relieved of his or her duties, many of the students who happen to be his/her followers will also leave the school as well. They either follow the teacher to the new school or they change to another school. Teachers are very powerful, they can help in building schools if well motivated, on the other hand, and they can as well destroy schools if they wish to do so. This is to explain how powerful teachers are to schools, and the most important people in educational organizations are the teachers and students, this is because they put food on the table for both the school administrators and school owners. Therefore, teachers should be well motivated and given special treatment because they are the life wire of the private schools.

In many private schools today, the management technique is autocratic leadership style. Many of the top management staff are not qualified, they even lack administrative and leadership skills which is really affecting their schools' growth and development. In these schools, their populations are diminishing day by day and

teachers are not allowed to exercise their leadership skills because the management do not take or seek advice from their teachers before implementing policies. Many of these staff have over the years developed effective leadership and administrative skills better than the people managing these schools.

The teachers are working under severe pressure with high level of supervision and many of them are even caged like wild animals. Leading a change within one's own department or team may require considerable interpersonal skills. These administrators fail to understand that many of these teachers have over the years developed effective classroom management. The success of an organization depends on the effort of the leader having established credibility and trust with his team or colleagues. Many school administrators are aggressive towards their teachers. In many private schools, teachers are not allowed to interact or rapport with parents because of the fear of exposing school's deficiencies and weaknesses to the parents.

Schools today operate in complex environments, for teachers and school administrators to effectively complete their mission of educating students and manage their schools effectively, they must be able to lead more than classroom lessons. Today's educators must develop their administrative and leadership skills to direct organizational change, craft cooperative agreements with other stakeholders and navigate challenges at all levels. It is in a bid to unravel this puzzle that a study of this nature becomes necessary.

2.6 WHO ARE THE SCHOOL ADMINISTRATORS?

School administrators are the people in charge of the day-to-day running of educational institutions. They include, proprietors, supervisors, superintendents, Principals, Rectors, Chancellors, Vice Chancellors, Provosts, Board of Governors, Directors, etc.

1. School administrators are educational leaders who promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision that is shared and supported by the school community.

2. School administrators are educational leaders who promote the success of all students by advocating, nurturing and sustaining a culture and instructional program conducive to student learning and staff professional growth.
3. School administrators are educational leaders who promote the success of all students by ensuring the management of the organization, operations and resources for a safe, efficient and effective learning environment.
4. School administrators are educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interest and needs.
5. School administrators are educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner.
6. School administrators are educational leaders who promote the success of all students by understanding, responding to and influencing political, social, economic, legal and cultural context (Asian College of Teachers).

Meanwhile, majority of the people managing educational institutions have no knowledge in education. This is why they have continued to apply methods that are not suitable for school system. School is a social system, and should be managed like a social organization, not like not a business venture. A qualification in education helps educational professionals to develop skills and forge networks across institutional and political boundaries. An Educational qualification prepares school administrators to become leaders through a combination of relevant coursework and networking experiences. School management should learn how to better forge meaningful partnership with parents, community and state agencies.

Schools should be managed by qualified professionals. An educational qualification build and fosters skills related to coalition building, advocacy and communication. It helps in preparing professionals in education fields and beyond for the complexities of modern circumstances and the myriad challenges encountered in schools around the world and how to conquer them.

Educational qualification will enhance skills, competency and deepen content knowledge because educational institutions needs effective administrative and leadership skills so as to remain top in their competitive environment. There is no doubt that many school management do not know how to better work across organizational boundaries and improve partnerships, policy and practice, and many of them cannot effectively design curriculum, implement research based instructional strategies, using assessments for learning and how to effectively motivate students and staff as well as to manage their classrooms.

School administrators should seek to develop their skills by developing dispositions, knowledge and building educational institutions that support the success of all students, staff and to promote continuous organizational improvement by integrating theory and practice through authentic and performance based field activities. As a school administrator, I have discovered the benefits attached to effective educational leadership skills. Therefore, school administrators need to undergo training regularly because change is constant.

According to Asian College of Teachers, “the range of administrative roles in the education sector is enormous and responsibilities can vary greatly depending on the type of educational institution and the section or department. The responsibilities listed below give an idea of some typical tasks in various roles, but in education administration it is unlikely that any two jobs will be exactly the same. Tasks may include:

Servicing committees including academic boards, governing bodies and task groups.

- Assisting with recruitment, public or alumni relations and marketing activities.
- Administering the students, from admission to graduation.
- Providing administrative support to an academic team of teachers, lecturers, and tutors.
- Drafting and interpreting regulations and dealing with queries and complaints procedures.

- Coordinating examination and assessment processes.
- Maintaining high levels of quality assurance, including course evaluation and course approval procedures.
- Using information systems and preparing reports and statistics for internal and external use.
- Participating in the development of future information systems.
- Contributing to policy and planning.
- Managing budgets and ensuring financial systems are followed.
- Purchasing goods and equipment, as required, and processing invoices.
- Supervising staff.
- Liaising with other administrative staff, academic colleagues and students.
- Liaising with partner institutions, other institutions, external agencies, government departments and prospective students.
- Organizing and facilitating a variety of educational or social activities etc.

2.6.1 WHAT IS THE ROLE OF EDUCATIONAL SUPERVISION?

According to Oku, et al (2008), the complex activities involved in educational supervision demand that the supervisors should be broadly educated and possess adequate professional qualifications in addition to possessing desirable qualities that will put them in an advantage position to discharge their duties and responsibilities effectively.

Udoh and Akpan (1987; 309) are of the opinion that “the administrators should have the necessary qualifications that will make them feel competent and confident before the staff and their subordinates/colleagues. It will enable them give expert and authoritative advice to teachers and students”. In agreement with this, (Nwaogu 1980) stated that a supervisor appointed to supervise others should possess sound knowledge and teaching skills if he is to be involved in stimulating teachers. He therefore advocates that the humanities, technology, science and social sciences, and psychology.

In educational supervision, the primary problem is concerned with the correct, effective and appropriate implementation of school policies and procedures. The primary goal is to ensure adherence to policy and procedures. The supervisors have been given authority by the school authority to oversee the school activities (Asian College of teachers, Lecture mimeograph on Educational Supervision).

As educational leaders, it is important for them to possess the leadership skills. Many of the supervisors lack the knowledge, attitude and skills required to do their job effectively. The primary goal is to dispel ignorance and upgrade skills. In line of this, Yukle (1998) as cited by Anyanwu, et al (1999) identified four skills which are necessary for educational leaders to possess, they are as follows:

Technical Skills: This deals with specialized knowledge, procedures and techniques to accomplish the task.

Interpersonal Skills: This focus on the ability to understand feelings and attitudes of others and to establish cooperative work relationships, this is very important in carrying out supervisory function to enable the supervisor create/establish the necessary understanding needed in every helping relationship.

Conceptual Skills: This involves developing and using ideas and concepts to plan to organize and to solve complex problems. The supervisor is bound to encounter such problems in the course of supervising.

Administrative Skills: This includes knowledge about specific kinds of such managerial activities as planning, promoting, monitoring, delegating supervising and handling meetings. The effective supervision of instruction must combine all these skills to be able to perform maximally.

2.6.2 THE CHALLENGES OF EFFECTIVE SUPERVISION IN NIGERIAN SCHOOLS

In every occupation, there are challenges facing the operations. Some of the problems facing educational supervision in Nigeria include the following:

1. Inadequate number of supervisory personals in terms of quantity and quality.
2. Inadequate funding of inspectorate division.
3. Inadequate supply of needed facilities such as transport facility, writing materials etc.
4. Lack of proper training of supervisors and inadequate exposure to innovations through participation in workshops, seminars etc.
5. Negative attitude of teachers towards supervisors.
6. Many supervisors are resistance to change and innovation, they rather prefer old method than new ideas and initiatives.
7. Effective/poor styles of supervision.
8. Poor communication in schools.
9. Lack of motivation of school supervisors.

Meanwhile, paying adequate attention to the above mentioned problems by funding other education system adequately will go a long way to ameliorate the problems thus providing an enabling environment for effective External and internal supervision of schools in Nigeria (Oku et al, 2008)

2.7 WHO ARE THE TEACHERS?

Teachers are those who give information about a subject and help others to learn. Gelinas (1965) says the professional teacher is one who makes his living by teaching in the school. Sharp (1951) reasons that the teacher is the key figure in the process of guiding children in their experiences, for it is he who has direct and prolonged contact with them. Teacher has always been someone who instructs others or provides activities, materials and guidance that facilitate learning in either formal or informal settings.

Teachers indeed include all persons who influence the development of personality and character. In modern formal situations, especially with young, he builds up material, instructs, trains and guides for healthy growth and stable adult life, much of his job goes beyond teaching and stretches into molding young lives, guiding the youth,

motivation of students and promoting general character-training. Efficient teaching throughout the ages has contributed much to the improved well-being of humanity and its ultimate survival. The teacher lays the moral foundation on which good citizenship is built and he is the foremost architect in nation-building. Majasan (1995) maintains that teachers are leaders of all the other participators in the upbringing of a refined generation and the most potent factor in organizing the process involved. They inspire every other participator to contribute his best towards ensuring an effective and fruitful school education. As noted by Etim (1999), the teachers have a vital role to play in the effective presentation and communication of the curriculum. He is the hub of any educational system and in the final analysis, it is the teacher who translates educational policies into practice and programs into action.

Agada (2004) when we consider the role of teachers in various schools, it must be seen in relation to their responsibilities in the school setting. But there are large number of people who look up to the teachers as classical and well behaved role models in our various societies. According to Agada, he emphasized that students see their teachers as people standing between them and their subjects/courses to be learned. Teachers seek to bring the two together because this is the major role teachers were trained to perform. They are trained to impart knowledge to students.

Agada, went further and explained the various roles teachers play to their students, which are as follows:

- 1. Teachers as Role Models:** Teachers are role models to students because they look up to them for directions. There is no doubt that students imitate their teachers regularly in many aspects.
- 2. Teachers as Examiners:** Teachers constantly involve in evaluating the performances of their students in skills they were taught in classrooms. They have continued to exhibit a lot of impartiality and good judgment to their students. They monitor students' behaviors in the classrooms and in the school premises.

- 3. Teachers as Disciplinarians:** Teachers are also looked upon as disciplinarians. He is expected to promote the good conduct and discipline of students in his school. School is a social system that cannot ignore misconduct and indiscipline. In every social organization, good conduct and discipline are highly expected from all the members at all times. A badly behaved set of students may not achieve quality education. Teachers therefore, have the responsibilities to improve the discipline of their schools in order to enhance academic and moral activities in their schools. In this direction, punishment and reward be appropriately used to encourage good discipline and discourage bad conduct.
- 4. Teachers as Counselors:** Teachers have the trust and confidence of many students, and they perform the role of a counselors. Teachers regularly give advice to students. They assist students in selection of subjects and courses that are suitable for them which will enable them pursue their careers in areas according to their skills and ambitions. There are many things and secret that students will never tell their parents because of fear, but they share these secret to their teachers because they believe and have confidence that the teachers will solve the challenges better than their parents.

However, Amadi (1997) observes that Nigerian teachers no longer occupy a central position in the society. The respect, awe and high esteem which characterized the Nigerian teachers of the past, no longer exist. The society needs the teachers because societal development depends on what they do, yet society looks down upon them. Currently, in Nigeria, the word “teacher” denotes poverty and inferiority complex. Okoro (2000) explained that generally, across the country, especially in the private schools, the morale of teachers is low owing mainly to poor conditions of service, social status and often irregular salary payments. Quite a number of teachers in schools dress shabbily, have a low self-esteem and are not assertive. These really affect the image and performance of teachers adversely. Although, some teachers are not committed to what they do nor do they have a genuine concern for satisfying the needs

of students. Those who can do articulate their conceptions of their roles as teachers do not feel motivated enough to fulfill their obligations due to poor conditions of service.

2.8 WHAT IS THE ROLE OF COMMUNICATION IN EDUCATIONAL INSTITUTIONS?

Communication comes from the Latin word “Communicado, which means to share”. Communication acts as a bridge between the management and subordinates in any organization. Through the transmission of information, ideas, knowledge and attributes, people and their activities can be co-ordinate goals. Nwankwo (1981) viewed communication as a means by which people are linked in an organization to achieve a common goal. Good communication produces industrial harmony and higher productivity. Communication serves as an instrument of social interaction, it helps to understand people.

According to Alumona, (2011 Lecture Mimeograph), Communication plays an important role in organizational effectiveness, yet on the other side of the same coin, ineffective communication has been cited as the root of all problems facing organizations today. Communication is the life wire of any organization, it is an important tool in any organization, whether formal or informal organizations. Organizations need to communicate in order to plan, organize and control activities effectively. There is nothing more central to organizations than the ability of management and administrators to communicate with their subordinates effectively. Communication is one of the principles in organizations, and it is the heart of any organization. In fact, communication plays an important role in educational institutions. Many organizations have failed simply because the management and personnel could not communicate among themselves. It is in recognition of this fact that many organizations have placed great importance to the development of communications skills on their staff. Communication is inevitable every organization, and the organizational effectiveness depends on the ability to communicate effectively. On the other hand, ineffective communication can destroy any organization.

Communication brings teachers and students together through interaction. Teaching and learning are products of communication. According to Anyiam and Onwe (2001), the important factor in education is the student, so all other agencies or factors involved are made tools to necessitate and facilitate their upbringing. In addition, he said that the teacher and the pupils have one thing in common. That is subject being taught and learned in school. So, it is through effective communication that teacher's impact knowledge to students through effective communication, and the school management co-ordinate the basis for activities of the school. As Ekong (1988) puts it, "the basis for achieving organization goals is effective communication". In support of this, Musaazi (1988) explained that a well-organized school must establish mutual trust, respect and warmth in the relationship between management and staff through effective communication. This implies that school management should recognize that two-way or open communication system is vital for maintaining teachers' high performance in the school.

2.9 MOTIVATION AND TEACHERS PERFORMANCE

Nowadays, organizations are consistently seeking for development and smooth operations. The top executives of the organizations should understand that workers occupy significant positions towards the accomplishment of the organizational goals/objectives, and it all depends on how effectively they perform their duties. Consequently, they generally work to achieve their own goals as well. They attempt extensively for the accomplishment of something they appreciate so much. Any quality training, reward, appreciation, recognition etc that are made on the employees wellbeing will continually carry significant impact to the employees and to the organizations. Achieving these organizational goals depends on how motivated the workers are. Subsequently, it makes an impression of something moving, keeping the individuals working and helping them to accomplish their objective and targets. The term motivation alludes to the elements which actuate, direct, and continue the coordinated conduct of the individuals. Motivation is something which persuades, and it is a demonstration or a procedure which gives employees the zeal to accomplish

something with a certain goal in mind, or a clarification for the rehashed practices, needs or wants. Motivation is viewed as the way toward exciting and supporting objective to arrange conduct.

Meanwhile, motivation often receives no precise conceptual designations; and its implicit and explicit meanings differ. But one certain thing is that, motivation is derived from the Latin word “Movere”, meaning to move. In contemporary usage, a definition of motivation as to move would be considered too narrow and inadequate. Hence several definitions of the concept motivation have been advanced (Oku, et al 2008).

Motivation comprises of the way towards moving workers to accomplish the organizational objectives. Getting workers to put forth a valiant effort at work is one of hardest difficulties for organizations. The importance of workers' fulfillment and inspiration requires more effort with taking the lead in initiating procedures for goals attainment. For the most part it is viewed as that there are four drivers which underline. Needs, Drives and incentives are some of the things that associated with motivation.

Efficiency and effectiveness are the outcome of good motivation. Roused employees are probably going to put energetically the extra endeavors required for carrying out their responsibilities, and a good result is normal out of these extra endeavors. At the point, when the organizational objectives are accomplished, it drives a sentiment of being fulfilled both for the workers and management, and it makes a positive outcome in their work environment.

In any organization, motivation is considered as the major factor which drives employees to accomplish goals, and it is considered as the vitality which supports organizational growth and development. There are many strategies utilized for motivation of employees and the impact of these persuasive frameworks on employees' attitude towards their jobs.

According Oku, et al (2008), motivation and job satisfaction are very important variables that should be of great concern to every organization. The two concepts are

related and are used interchangeably. The term motivation has been variedly defined by many scholars in different perspectives because of its complexity.

According to Okenwa (1999), the best way to know how a motivated person behaves, is by observing his behavior. Motivation cannot be measured directly because it is abstract in nature. However, the teachers' willingness to teach to correct the students, to assess them correctly and his willingness to co-operate with fellow teachers, and his zeal in doing his work could be seen. Motivating teachers is essential for effective performance.

Herzberg (1959) said that motivation, when present makes a teacher to be happy and this has a general uplifting effect upon his performance and this attitude towards a task. Thus the private schools management should at all times look for what will motivate the teachers to give them the desired motivation to enable them put more effort in their job, by paying their salaries and other entitlements when due. In March and Simons' (1976) contribution, they said that the only way an organization can maintain equilibrium can be either through the removal of those motives that are not constant with organizational benefits, both material and social, with its members. Bernard (1958) cited in Ahamba (2012) holds the view that workers are motivated to produce more if their goals are realized.

Hoy and Miskel (1987) define motivation as the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals.

Kelly (1974) in his definition, sees motivation as forces that maintain and alter the direction, quality and intensity of behavior.

Motivation, according to Mondy, et al (1980), is the process of influencing or stimulating a person to take action that will accomplish desired goals. (Peretmode, 1991).

Obi (1997) views motivation as the perceptions, methods, activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees so that they may become satisfied, dedicate and effective task performers.

According to Abba, et al (2004), motivation is one of the key elements in employee performance and productivity. Even when people have clear work objectives, the right skills and a supportive work environment, they would not get the job done without sufficient motivation to achieve those work objectives. Mercy (2000) refers the forces within a person that affect his or her direction, intensity and persistence of voluntary behavior as motivation.

In our everyday lives, we notice organizations spring up, grow while others die. The success or failure of any organization depends primarily on the workforce. People enter their organizations with basic aspirations. It is the duty of manager to discover why their employees joined their organizations if employees are given those things they want and at the same time their attention direct towards organizational goals; they will be willing to perform delegate activities.

Motivation according to Griffin (1997) is the set of forces that cause people to behave in a certain ways, to Luthans (1998) it is a process that starts with a physiological or psychological deficiency or need that activates a behavior or a drive that is aimed at a goal or incentive. Thus, the key to understanding the process of motivation lies in the meaning of and relationship among needs, drives and incentives.

In his own definition, Ganon (1979) defines motivation “as the act of directing an individual’s behavior towards a particular end through the manipulation of incentive”. From the definitions it is evident that every individual has particular needs which need to be satisfied. The satisfaction or otherwise of the needs affects their behavior in a predictable way.

According to Abba, et al (2004), needs set up drive aimed at incentives; this is what the basic process of motivation is all about. In a systems sense, motivation consists of these three interacting and interdependent elements.

A. Needs: These are created whenever there is a physiological or psychological imbalance. For example, a need exists when cells in the body are deprived of food and water or when the personality is deprived of other people who serve as friends or companies.

B. Drives: With a few exceptions, drive, or motives are set up to alleviate needs, a physiological drive can be simply defined as a deficiency with direction. Physiological and psychological drives are action oriented and provide an energizing thrust toward reaching an incentive. They are at the very heart of the motivational process. The example of the needs for friends becomes a drive for affiliation.

C. Incentives: At the end of the motivation cycle, incentives and need reduce a drive. Thus, attaining an incentive will tend to restore physiological or psychological balance and will reduce or cut off the drive. Eating food, drinking water, and making friends will tend to restore the balance and reduce the corresponding drives. Food, water, and friends are the incentives in these examples.

Edem, (1998) in his contribution, said that teachers, like any group of workers want to enjoy good stranded living. They will react negatively if their conditions of service are poor. He also added that for teaching to be recognized and respected as a profession, the average annual income of teachers, as well as adequate promotion and benefits enjoyed by those in other occupations must be assured. To address this fact, Nwangwu (1986) asserts that once a good teacher is recruited, effort must be made to retain him, conditions of services, if favorable, leads to high morale is perhaps the most important aspect of any education policy because teachers are the only people who are translate educational goals into reality. Anyone, therefore who wants to be recognized as a professional teacher worth his “sate” must not only undergo a period of professional training and become certificated, but must also continue to learn after his training in

order to keep abreast of his area of specialization. To do this successfully, it is important for a teacher to refuel regularly academically and professionally. This will prevent the issue of obsolete methods in implementing new policies as well as solving problems affecting their areas of specialization. This implies that management of private schools should endeavor to send their teachers for in-service training to update their knowledge and improve their teaching skills.

In other words, motivation could therefore be said to be an inner feeling or urge that generates a desire to achieve a maximally or better situation/practice. When there are deficiencies in what an individual wants or anticipates, a state of disequilibrium or tension is created. The individual then attempts to reach a state of equilibrium or homeostasis by adopting certain behaviors that will lead to a reduction of the disequilibrium or tension. Motivation as a concept includes a number of other sub-concepts such as drive, need, incentive, reward, reinforcement, goal setting, expectancy etc. (Holy and Miskel 1989).

From the various definitions of motivation, it is obvious that motivation involves goal-directed behavior. A motivated person directs all his activities towards the achievement of the motivating object. It could be direct or indirect e.g. a student who wants to leave the class may obtain permission from the teachers or may make a noise to be sent out, which means that there is no aimless behavior. Motivation starts, energizes, directs and sustains human action or behavior. The motivating object acts as an incentive, a catalyst and creates an imbalance in the person and the need to restore the balance. The imbalance and the need to restore balance (homeostasis) pose a challenge to the person who now tries to find a way, method, knowledge or ability to solve the problem or challenge. It relates not only to behavior but to performance as well. Furthermore, there is discrimination in behavior. It refers to a selectivity in the activities it uses to achieve its objectives, hence certain behaviors are favored and selected while other behaviors are neglected or even avoided. It involves both internal and external forces acting on a person to initiate and direct behavior. This implies that behavior is caused. Things do not just happen, there are always underlying reasons. It recognizes the motivational

conditions of individual's i.e. physiological, physiological and environmental differences of individual employees. Hence to a large extent, the variation in intensity, quality and direction of the on-going behavior of a worker is dependent on the motivation conditions (Obi, 1997). This explains why what motivates Mr. A, might not motivate Mr. B.

Therefore, motivation is a moving force that pushes an individual to achieve a goal, which leads to efficiency and effectiveness in any given job. Motivation is the key to success, it holds the master key to achieve efficiency and effectiveness in organizations. There is no doubt that motivation will enhance the performance of teachers for effective result which will lead to educational development.

There are two types of motivation, namely: Intrinsic and Extrinsic. Intrinsic motivation is the self-desire to accomplish personal goals, eg, acquiring knowledge, ideas, personal growth and development. Extrinsic motivation on the other hand, comes from both internal and external factors. The internal factors such as self-desire to accomplish goals. But most times, extrinsic motivation comes from external factors, such as the motivation from the management of an organization as a result of good remuneration (salary), incentives, leadership quality of the management, good working condition, job security, career advancement, recognition, employee involvement in decision making, etc.

2.9.1 THE IMPACT OF JOB SATISFACTION ON TEACHERS PERFORMANCE

Job satisfaction like the concept of motivation is very important in achieving organizational goals. Job satisfaction has been defined in various ways by scholars.

According to Vroom (1964) in Peretomode (1991), job satisfaction is the affective orientation of individuals towards work roles that they are presently occupying. Also Locke (1976) sees it as the pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. In general terms, Wanous and Lawlers (1972)

defined job satisfaction as the fulfillment acquired by experiencing various job activities and rewards.

According to Oku, et al (2008), job satisfaction represents the feelings and attitudes of workers on and about their job. It is the analysis of the outcomes already experienced by an employee in doing his work or how one feels after completing a job.

These feelings or experiences may range from the way the employees feel towards the following:

1. The people working with them.
2. The pay received on the job.
3. The opportunities available for promotion and growth.
4. The supervision of the job.
5. The job in general when compared with other jobs (Peretomode 1991).

2.9.2 DIFFERENCE BETWEEN MOTIVATION AND JOB SATISFACTION

According to Oku, et al (2008), Motivation and Job Satisfaction are two terms that are often confused. They are related, but different from each other.

Job satisfaction is an element of motivational process. Motivation is how one goes about achieving process. Job satisfaction is how one goal while Motivation, is how one feels at the end of the job.

Motivation is primarily concerned with goal-directed behavior while job satisfaction refers to the fulfillment acquired by experiencing various activities and rewards. Motivation concerns an individual's desires and how they can be fulfilled in the work situation, while job satisfaction is an end-state resulting from the attainment of some desired goal.

Both concepts are measured with questionnaire technique but while job satisfaction is subjectively evaluated with such terms or adjective like good, bad, satisfying, motivation is evaluated using constructs like needs, wants or desire.

2.9.3 METHODS FOR INCREASING MOTIVATION AND JOB SATISFACTION

Daniels et al (1997) identified five factors of job satisfaction, namely: Anxiety, Comfort, Depression-Pleasure, Positive Effects, Kindness and Anger, which can capture better the subtleties of emotional experience at work. In the light of this, efforts have to be made to design methods of increasing job satisfaction in a workplace (school).

Meanwhile, there are many motivating factors that heads of educational institutions do that motivates their subordinates, but only few will be discussed in this paper. Some of the factors are as follows:

1. Training and Development: Training and development are closely related. Effective management development requires full support and participation by non-top management. Both Drucker and Mc-Gehee believe that training should be done only as a strategy to achieve organizational goal, but as a responsibility to employees

Hinrichs (1976) cited in Abba et al (2004), posits that training is a systematic process of altering the behavior, knowledge, and or motivation of employee in a direction to increase organizational goals achievement. While development according to Glueck (1982), is the process by which managers gain the experience, skills and attitudes to become or remain successful leaders in their enterprises. Development programs seek to develop skills for future jobs. Both managers and no-managers may receive help from training and development.

Adequate training is one of the factors that increase job satisfaction. By training your teachers adequately, you are showing them that they matter a lot to the school, and there is room for growth and development in their career. There is nothing more special

than motivating them and upheld to improve as a variant of you. Conducting skills evaluation before settling on what training you will arrange for every staff. Workers will better acknowledge, and be increasingly persuaded by, a reasonable and well-thought about arrangement organizations are preparing for them.

The fundamental purpose of training is to provide for the organizations manpower needs. Training programs are directed towards maintaining and improving current job performance. The training given to employees differs in type and intensity, according to the nature and skills of the jobs involved, as well as the experience of the employees concerned. New employees may have no previous experience or training, some academic qualifications in a related skill or discipline, experience in a similar job in a different organization.

In this respect, the manpower plan will be invaluable, identifying, as it does the need from the right skills in both quality and quantity in order to guarantee continued survival, expansion and improved performance. Training helps to equip individuals with the necessary skills to enable them find redeployment in case of their being made redundant.

For training to be effective, it is pertinent to identify the training needs. For training to be successful, the training officer's ability to work closely with line managers in developing the program, which is relevant to the needs of the employee, is very important.

Directing an aptitudes appraisal before choosing what position you will sort out for every staff. The workers will better acknowledge, and be progressively persuaded by, a reasonable and well-thought about arrangement of preparing for them. You need not stress if the organization is not financially buoyant enough for advanced training and development of personnel, there are cheap or affordable training, conferences, seminars you can register them for their personal growth as well as for the growth of your institution. Nurture them by helping them to acquire the training and the skills they needed to advance their career for a better performance. Therefore, training and

development can motivate workers in any organization. Let them know that is room for progression in the organization. Teachers should be well-trained in order to embrace the modern day technology which helps in teaching and learning. This is because teaching aid is getting sophisticated day by day as a result of innovations and inventions which characterized this current 21st century, also known as computer age. There should be room for improvement, training and refresher course are vital for improvement.

2. Career Advancement and Job Security: There is nothing more significant than possibility for career advancement and job security in any organization, it is so special to employees. Workers are motivated if there is indication that there are more rungs on the profession, stepping stool that they can use to move in order to achieve their professional/career aims and objectives. As indicated by Marc Borage, the MD of HAYS POLAND, one striking important thing from “Hays Global Gender Diversity Report, was that only 42 percent of women and 58 percent of men feel just as they have the opportunity in their present job to advance themselves and convey their aspirations. Thus, the greater part the workers they overviewed in Hays Asia Salary Guide (54 percent) referred to the desire to confront new difficulties as a key explanation behind their departure from the organization, while nearly a similar rate (48 percent) showed an absence of movement as the reason.

These complaints can be effectively settled by unmistakably articulating an arrangement of movement for the employees. Organizations should ensure that they have gatherings during which they talk about the workers’ aspirations and their advancement prospects within the organization. On the other hand, if their advancement and progression desire can't be achieved because the organization is not big enough, at least let the employees feel sense of belonging in the organization where they work, and let them be appreciated no matter how little the organization is. This will go a long way to show them how special they are to the organization, and they will be motivated to work effectively irrespective of the little salaries they receive as a result of the nature of the organization.

That genuine feeling of exertion being compensated with more extensive chances, regardless of whether it's an advancement in their career within the organization, which could be in another branch, a subsidiary/division within the country or abroad. This will fuel the zeal and persuasive drive to remain in the organization.

Giving employees the chance to develop and progress, particularly if the organization is quickly growing, and giving the workers space to develop within the organization is paramount. In case of opening up a new branch, consider which of the workers may be a solid match and suitable for the post of manager/administrator, accountant etc. Therefore, career advancement and job security are the major motivating factors in job performance which can help in achieving job satisfaction in many educational institutions. Let there be room for employees upward movement. They can move up and advance within your organization.

3. Reward, Recognition and Appreciation: Organizations should inculcate the habit of rewarding, recognizing and appreciating the good performance of employees to motivate them and other workers. There is an adage in Nigeria that says “when a journey is successful, it creates an opportunity for frequent journeys”. Acknowledgment is not just to make employees to like and enjoy their work and accomplishment, it also create room for further good result and reinforcement. We perceive and acclaim since we need to strengthen a specific exertion or result that helps organizations. The more these behaviors and particular practices are perceived and appreciated, the more the employees will constantly repeat them. This is on the grounds that we need to appreciate and recognize an exceptional performance of employees in order to increase the value of the organization. Teachers should be appreciated and rewarded adequately to enable perform better. Reward, recognition and appreciation are the keys to motivation.

Workers must be recognized and appreciated similarly for the entirety of their commitments and accomplishment. Furthermore, organizations should compensate workers for their endeavors, and giving the prizes other than a mere congratulations.

Acknowledging workers through recognition and appreciation for a job well done motivates workers in any organization.

In the event that an employee has been placing in a great deal of time taking a shot at a venture, or they made a special effort to assist a colleague, organizations should not fail to applaud them. It's about the demonstration of acknowledgment and the standard. If workers feel that their efforts are valued and appreciated, they will feel excited and put more effort in their jobs. Workers whose accomplishments were perceived additionally have revealed that they experience more significant levels of satisfaction out of the work they do. In any case, on the off chance that they feel like their extended periods of time and individual penances were to no end, it's impossible that they will make a special effort for the organization once more. Along these lines, regardless of whether it's taking note of their commitments in a gathering, remembering them in a staff email, or simply expressing gratitude toward them secretly, it's basic that you show dedicated workers your appreciation.

Acknowledgment comes in numerous ways, and it's to a great extent up to the organization and their managers/administrators on how to appreciate their employees on job well done. Some workers would require a proper acknowledgment, for example, in an official gathering such as the company's end of the year celebration, a group lunch, and in front of the colleagues, while others would require additional commendation and knowledge from the top boss. A Proper recognition or reward is very important to employees, in order to motivate other workers. The most important thing is that workers are motivated when they are being recognized and appreciated for what they have achieved or accomplished in the organization.

Many employees will remain in organization for a long time simply because they have been motivated and they will remain there for a long time. Some organizations reward their employees when there is surplus profit (Profit Sharing). Perhaps it's a bonus structure that the management choses to share to the workers. They want them to benefit a little from the profit the organization made. The organizations offering profit

sharing is well motivating their workers. Who will not like to work in such organization?

Acknowledgment makes a passionate association among organizations and workers, a basic bit of employee commitment and satisfies workers' fundamental needs of regard and having a place inside a gathering

4. Flexible Working Schedules: Allowing flexible schedules is one of the factors that motivate workers. Giving employees opportunity to alternative schedules that do not follow the traditional routine schedules (job sharing or part time assignment). Flexible working arrangement helps teachers to perform effectively in any task given to them.

5. Good Remuneration and Incentives: Some people believe that money is normally not a motivator. According to them, it turns to be a motivating factor only if the employees are not making enough cash to meet their essential needs. They suggested that workers should be paid based on their job performance, not position, and they should be paid based on what the position and their exhibition is worth.

Meanwhile, there is no doubt that good remuneration and incentives are some of the factors that motivate workers, irrespective of the organization. Workers have many challenges and responsibilities that require money, and they have families, relatives, friends as well as other people depending on them for survival. Therefore, workers should be paid well in order to motivate them to perform effectively. Try not to hold up until they have gotten a better offer somewhere before you increase their salaries or promote them. Employers should be proactive to give their employees the respect and reward they need in their job for a better performance.

Furthermore, organizations should offer something other than salaries to their workers, such as incentives, gift and other special packages. Workers should be provided with better opportunities for career improvement, acknowledgment, respect, and a spot that they can feel pleased to work at any given time.

6. Autonomy: Many employees love the capacity to work at their own pace, increase their job productivity when they want to challenge themselves and backing off when they have a feeling that they need a break. You get to simply go to the beat of what you're prepared to do, and attempt and best yourself when you feel prepared. There is a feeling of achievement employees get when they realized that they did everything by yourselves without anyone forcing it on them (personal achievement excitement).

With regards to autonomy or self-rule at work, some people want to work in their own particular manner, regardless of whether that implies without anyone else time or in their very own style. An extraordinary method to develop this sort of inspiration is by giving employees the reality and ability they have to take responsibility for work and give them chance to try new things on their own.

It is very important that workers know where they belong within the organization, and feel like an indispensable gear tooth which management can help and improve their feeling by giving them progressively important undertakings and obligations. The more the workers feel they are important in the organization, the more impact they will create in the organization, and they will be associated with the organization as their own.

Workers ought to likewise feel just as they have room and permit to voice their assessments and thoughts are vital, and unafraid of being disregarded or disgraced. Organizations should give their workers the opportunity to express themselves with the inclination that their perspectives are important, and matters a lot to the organization.

It is significant that workers are permitted to convey what needs be inside their work, and that they aren't obliged to getting things done in a prohibitive, reused way that organization forced upon them. There are many benefits attached to autonomy at work, and it has been cited as one of the motivating factors for job performance in any organization.

Some employees love the capacity to work at their very own pace, increase when they want to challenge themselves and backing off when they have a feeling that they need a break. You get to simply go to the beat of what you're able to do, and attempt and best yourself when you feel prepared. There's a feeling of achievement that you get realizing you did everything yourself.

With regards to autonomy at work, some will like to work in their own specific manner, regardless of whether that implies individually time or in their own style. An incredible method to develop this sort of inspiration is by giving employees the reality they have to take responsibility for work and give new things a shot their own.

7. Good Working Environment: Good working environment is a motivating and propelling component for a better job performance. Work-life balance is significant, and can be extraordinarily helpful. When the work environment is not conducive, it will automatically affect the job performance. Imagine a situation when employees don't have rest of mind as a result of one environmental constraint or the other. There are numerous ways organizations can help improve employee workplace which will significantly profit their work-life parity, and in this way their general fulfillment, efficiency and inspiration will be achieved. Rather than attempting to guess or think about what is generally essential to employees, the management should sit down with them and discuss what they really want and value, it will boost their job performance for effective result which will lead to job satisfaction.

Making your organization a great work friendly environment. The organizational atmosphere is purposely made and kept up by the top executives. To a great extent, it comprises of the manner in which that individuals treat each other in the work environment. It begins at the executive level who set the example for the rest to follow in that organization. These executives have a huge impact to create to the organization.

8. Performance Reviewing: Giving employees positive feedback and letting them know what is expected in the near future.

9. Encouragement: Encouraging employees to do various tasks so that their jobs do not become routine or boring. Permitting workers to improve and decorate their work place. Encouraging socialization through lunch time or after hours' activities.

10. Open Door Policy: Portraying an open door policy, good healthy, organization climate so that employees will feel comfortable with asking questions or making suggestions.

11. Employee's Wellbeing: Making donations to charities or sponsoring a team, events and programs that is of immediate interest to employees or their children.

12. Effective Communication: Using effective communication skills that are necessary when assigning tasks to make for clarity and not over loading works with information or demand that they find hard to complete. Good communication helps to generate enthusiasm and raise the interest and motivation of the teachers. It is a skill that every administrator must adapt. This is the ideal skill of a leader. Besides, being a good communicator, being a problem solver is very important as a leader.

13. Good Management - Employee Relationship: Having cordial relationship with employees is paramount. A healthy relationship helps to generate enthusiasm and raise the interest and motivation of the teachers. Having periodic charting with your workers so as to get feedback, especially on what they like about their jobs, dislikes and what they would like to be changed or improved in the organization.

14. Teachers Involvement in Decision Making: A school administrators who consults teachers before taking any decision that affect them will always have their support and respect. A principal of a school, for example, should inform his staff what is happening in the school. He should be ready to hear complaints from them and direct them where their problem will be solved without first taking decisive decision against the staff. According to Igwe (2002), decision making is a purposive act intended to achieve a desired outcome which is usually envisaged by the subordinated to this process of administration, In other words, all other administrative activities or functions are dependent upon administration decisions. Okoroma (2000) said that it is

important for educational administrators to always take into consideration the welfare of teacher because teachers can make or mar the system depending on how they feel the management treat them when taking decisions. If their needs are not satisfied, they cannot perform at their best. Nwankwo (1982) explained that teachers should be involved in the decision making process. This is what he called participatory democratic or consultative decision making. He believes that this kind of decision making enhances the spirit of belongingness on the part of teachers, on how to encourage teachers to be part of decision making process of an institution in order to enhance the quality of decisions from the process.

Owens (1970) has made the following generalizations on organizational decision making, that:

1. Effective participations by teachers in meaningful organizational decision do “pay off”.
2. Although teachers will like to be part of decisions that affect them directly they will be less willing to participate in those decisions that do not directly affect them. For example, a meeting of academic staff convened to make decision on the quantity of fuel to be bought for the school vehicle.
3. It is necessary that teachers be involved in decisions that affect them to function at their best.

Hoy and Miskel (1978) believed that for a decision to accomplish specific goals, it must be rational. Adesina (1981) in his contribution, noted that because of the consequences, rational or irrational decisions will have an effect on everyone within the school system, management need to exercise greater caution and care in reaching decisions. Ukeje (1966) emphasized that “an effective action is the result of right decision made. A wrong decision may result to a serious and unpleasant consequences for the organization”. Thus in taking a decision, it is necessary to look at all possible alternatives before choosing one. In order to explore all the possible alternatives,

school management are to involve teachers to generate more alternatives as to arrive at a rational decision. This is necessary for high productivity of teachers.

2.9.4 WHAT ARE THE FACTORS THAT AFFECT TEACHERS PERFORMANCE IN PRIVATE SCHOOLS?

In private schools, several factors have been identified as militating against teachers' performance.

Another challenge to teachers' job performance is his ability in classroom management. It has been observed that some laxity exist in most teachers when they perform their role in the class. This, according to Dean (1993), the call for the need for the head teachers to be interested in what is happening in classrooms. The classroom is an important unit of the school system because according to Emeh (1990), in it the teacher makes his mark in terms of his profession, pupils receive the impact of the school system, and the children acquire desirable knowledge, values and skills necessary for functioning as effective citizens. Emeh (1990) further identified teacher competencies, instructional objectives, resource availability and utilization, learner capabilities, time and space factor as variables that enable the teacher to perform effectively in the classroom management functions.

Furthermore, the following are the other factors that affect teachers' performance in private educational institutions in Nigeria:

1. Poor Leadership Skills: Poor leadership skills is one of the major problems facing many organizations today. Most of the people managing educational institutions lack effective leadership skills. There is joy in working with a highly skilled leader who carries all his subordinates along. There is always low or no motivation working with an autocratic leader in any educational institution. The effect of working a school administrator with a nagging attitude will always be a negative one.

Liphan and Hoer (1974) opined that school administrators must have basic conceptual skills that has mental ability to co-ordinate and integrate the interest and activities in the school.

School administrators should seek to develop their skills by developing dispositions, knowledge and building educational institutions that support the success of all staff and students, and to promote continuous organizational improvement by integrating theory and practice through authentic and performance based field activities.

When teachers are frustrated by the school management, it will automatically affect their performance. A very common reaction to frustration is usually aggression. The aggression may take in three forms; the frustrated teacher may directly attack the source of frustration, the aggression may be directed at his work place, or to his students, this situation is refers to as frustration-aggression. When aggression result is directed towards obstacles which cannot be overcome, the aggression result leads to further frustration rather than relief (Mair, 1973). This happens when the obstacles strike back.

2. Hash Working Environment: This is one of the factors that affect motivation in any organization. Employees can cannot be motivated if the working environment is very harsh or poor. Good working environment is a motivating and propelling component for a better job performance and poor working environment is the opposite. No one will enjoy working in an unfriendly and a hostile work environment. There should be conducive environment for teaching and learning.

3. Inadequate Facilities and Poor Planning: Fafunwa (1969) identified inadequate facilities and poor planning as major problems facing educational institutions in Nigeria. According to him, some private schools are poorly located, and indiscriminately established without prior study of needs in terms of population distribution, instructional facilities, light and good roads. Nwagwu (1986) observed that due to population explosion in many private schools, most of the physical facilities are grossly inadequate. Furthermore, in some schools, in most cases two classes are

placed in one classroom with a single teacher. The classrooms are inadequate, seats and table are in short supply. Thus quality of teaching is affected.

Lack of teaching aids is one of the major factors that kill motivation. The school building and its facilities, equipment and materials are some factors which enhance teachers' performance and effective learning process if adequately provided. Teaching aids, he said are materials which usually help the teachers in teaching, and help the students to learn easily.

Udo (2004), reported that school facilities are crucial in enhancing the school operations of both teachers and students in Akwa Ibom State. Udofia (2000) explained that school library facilities are necessary for raising the performance of teachers and students in any institution. Akatta (1986) acknowledge the fact that teaching aids enhance teachers' performance because they facilitate leaning in schools.

Imaging a situation where teachers are supposed to teach practical courses, but there are no equipment available in the school environment. Teaching aids help to stimulate students' imagination and help bring the subject matter to everyday experience of the child. Therefore, lack of teaching aids is one of the factors that kill motivation. Adequate teaching facilities should be provided by school management to enhance effective teaching and learning in schools.

Peretonode (1991) added that when the system is not functioning properly, educational problems emerge; such as poor quality of school leavers, high failure among student, high dropout rate of students, high attrition rate among staff and others. To avoid this, private school management should adopt the policies, programs and schedules that will increase teacher's performance and achieve the objective of the school.

These factors could inhibit the effective teaching and learning process in private schools. Research conducted by International Institute for Education Planning (IIEP) with the cooperation of the Ministry of Education and Culture in Zimbabwe revealed that pupils could not be expected to learn effectively and teachers to perform well in

teaching if the classroom did not have fundamental items like blackboard, desks, library and teaching aids. When science is taught through a medium of practical work, a lot of enjoyable learning takes place (Bajah, 1983). To teach science effectively, therefore, it is imperative that these courses should be observed and experienced rather than just read and heard from instructors. There is now a realization that the use of words alone to communicate ideas is grossly inadequate. Perhaps, as a result of the known deficiency, a wide variety of instructional materials are now used to supplement the spoken word.

However, available literature support the fact that human beings tend 50% of what they see, and about 75% of what they touch (Piaget, 1973). A Chinese adage states that “what I hear I forget, what I see I remember, what I do, I know”. The simple message here is that the learner tends to forget easily what teachers say. This is why laboratory practical are considered indispensable in science instruction since they excite all the senses of the body.

Walbery and Thomas (1972) reported that children learn best when they can actively explore the environment rich in materials, when they are given the choice about what is to be learned, when they are able to interact informally with their teachers and with one another. However, one can conclude that inadequate instructional materials inhibit teachers’ effectiveness in classroom, and students’ participation when they are not used.

5. Job Insecurity: This is another factor that affect motivation and job satisfaction. Constant sacking of teachers is one of the affects students’ performance, whereby they like a particular teacher and when that teacher is being sacked it will affect them negatively. There is room for improvement, and training and refresh course are vital for improvement. There should be conducive environment for teaching and learning.

Constant sacking of teachers should be minimized because it affects students’ performance, whereby they like a particular teacher and when that teacher is being sacked it will affect them negatively.

5. Lack of Recognition and Appreciation: Workers want to be recognized and appreciated for a job well done and task successfully completed. As a result of this, lack of appreciation will affect motivation for further task. Acknowledgment is not just to make employees to like and enjoy their work and accomplishment, it also create room for further good result and reinforcement. Lack of appreciation has been cited as one of the factors that kill motivation.

6. Unqualified Teaching Personnel: Educational qualification of teachers has been identified as one of the factors limiting teacher's performance. Adesina (1984) observed that the quality of education in any country is reflected by and related to the quality of the men and women who serve as teachers in its school system. Igwe (2002) also said that the success or failure of any school program hinges on the caliber and quality of teachers. Most of the teachers in private schools are incompetent, which is one of the major problems facing the educational institution in Nigeria. This problem is also applicable to government schools. Morrow (2003), notes that children's chances for learning will increase significantly with well-prepared teachers.

Fafunwa (1969) stressed that great difficulties are encountered in providing adequate professionally trained teaching staff in schools due to repaid expansion of schools in the country with thinly spread of teachers with educational qualifications. As a result, people who are not qualified to teach find their way into the system. Etim (1999), observed that many untrained and unqualified personnel parade themselves as "teachers" because teaching for long has been regarded by many as a stepping stone to something "better" and some people enter teaching only if they have failed to gain a civil service job or a job with an industrial firm or some other big companies.

Many people entering into teaching are not committed and would leave at the slightest opportunity. These include university graduates who have no teaching qualification but cannot gain employment elsewhere. Thus category of teachers lack the skills, methods and strategies involved in effective teaching and learning processes. They get easily frustrated with the teaching job and extra duties assigned to them are seen as extra burden. Teachers with teaching qualifications on the other hand, are more

disposed to impart knowledge to student; more effectively and also get involved in other school activities. This implies that teacher's professional academic qualification has something to do with their performance.

The students expect their teachers to be knowledgeable in the subjects/courses they teach. There is no doubt that times are changing, and state of art at the time of his training may have changed also, therefore, they should seek to update himself regularly through seminar, workshops, and conferences in order to abreast of new development in his area of specialization (Agada, 2004). This is why it is important for teachers to be well motivated because for teachers to upgrade themselves requires a lot of resources, they need to be paid well in order to afford the high cost of seminars, workshops and conferences.

Bruner (1960) pointed out that the child is ready to learn when the teacher is ready to teach and argued further that any subject can be taught effectively in some intellectually honest form to any child at any stage of development. He adds that teacher's effectiveness in the class is very crucial in the formation of concepts by the students. It is role in providing the right learning atmosphere and in guiding the students through their learning experiences underscore his importance in the educational development of the student children of today are more aware, more curious, inquisitive, active and adventurous than children of yester-years. Consequently, teachers will need to be even more skilled, otherwise they might have difficulties handling the children.

7. Low Remuneration and Poor Working Conditions: Low remuneration is one of the major factors that affect motivation. An employee that receives little pay will not be motivated to effectively and efficiently. Remuneration is the major reason people seek for employment. Employees have responsibilities and needs to settle, this is why when the salary is poor, it will affect them psychologically which will lead to frustration.

Eden, (1998) added that for teachers to perform credibly, teaching has to be recognized as a profession, the average annual income of teachers, as well as adequate provision

for advancement, promotion and benefit enjoyed by those in other occupations, must be assured. He further emphasized that the moral of teachers is likely to fall if there are noticeable disparities between their condition of service and those of public school with the attendant consequence of mass exodus of teachers to more lucrative employment. There is a tendency that private schools are characterized with poor Working Conditions.

Onumadu (1988) added also that undue delay in teacher's promotion or no promotion at all is one of the reasons teachers react unfavorably to school activities. Teachers are not made to stay in one position for a long time, while their counterparts rise in their various professional echelons. In most private secondary schools the study area teachers do not have facilities to work with. The working conditions according to Ndu et al (1977) are generally poor. Besides this, some teachers feel that they are in a wrong job.

Negative attitude of teachers to work stemming from poor working conditions also affects their performance. Umstot (1987) defines attitude as a tendency to react in some favorable or unfavorable way towards some objects, group or idea. Unlike values, attitudes focus on specific objects and they involve a preferential response tendency. Teachers' attitude to job refers therefore to the way the teachers think about job either favorably or unfavorably, and how they respond to job challenges and conditions. One major cause of this laissez-faire attitude of teachers to the job is the shabby treatment they receive from their employers. This treatment inflicts some psychological and emotional injuries on the teachers. It is common knowledge that in the most private schools, teachers' salaries are meager (Onumadu, 1988). Consequently, teachers feel that they are not recognized in the society.

A study conducted on personality job fit by John Halland, reported in Robbins (1989) reveals that subordinates' participation in the organization's administration is hampered when they feel that their job does not fit them. The implication of this study to school administration is that where teachers feel they are in a right job, and then job satisfaction and performance increase, if on the contrary, dissatisfaction sets in and with it, frustration and unwillingness to participate in general school administration.

Furthermore, some of the defense mechanism that can be evoked by goal-frustrated teachers include the following:

- 1. Withdrawal:** One obvious way to avoid reality is to withdraw or avoid such situations which will prove frustrating. The withdrawal may be physical (leaving the scene), but more than likely will be internalized and manifested in apathy (Donnelly et al, 1978). Teachers whose jobs provide little or no satisfaction may withdraw in the form of excessive absences, lateness, or turn over (Agyris, 1987).
- 2. Aggression:** A very common reaction to frustration is usually aggression. The aggression may take in three forms; the frustrated teacher may directly attack the source of frustration, the aggression may be directed at his work place, or to his students, this situation is referred to as frustration-aggression. When aggression result is directed towards obstacles which cannot be overcome, the aggression result leads to further frustration rather than relief (Mair, 1973). This happens when the obstacles strike back.
- 3. Substitution:** This occurs when the frustrated person put something else in the place of the original goal. For example, teacher frustrated in attempts to be promoted may substitute achieving leadership status in a group whose avowed objectives are to resist management policies.
- 4. Repression:** This occurs when an individual represses a situation or a problem. He ignores it or refuses bring it to the conscious level of the mind. The teacher may behave as though nothing has happened to him. He forces himself to forget the situation. An unpleasant situation with a student may be quickly forgotten as a means of coping with the situation. Since problem cannot be solved this way, repression simply postpones it (Glueck, 1978).
- 5. Regression:** When adult are unable to act their age in situation which make demands on them, they are exhibiting the symptoms of regression (Mair, 1973). Workers who form childish cliques or gangs within an organization are displaying regressive behavior.

6. Rationalization: This occurs when an individual attributes his own undesirable behavior which is less ego-deflating or more socially acceptable than the true reason (Donnelly et al, 1978). For example, a teacher may attribute his poor performance to absolute equipment and not to his own personal deficiencies. Therefore, teachers should teach according to their areas of specialization.

Meanwhile, administrators are expected to perform their responsibilities effectively irrespective of their position and conditions etc. There should be no room for *laissez-faire* and autocratic leadership in school. School administrators should not manage the school as business enterprises. The management should provide adequate teaching facilities to encouraged teachers performance. There must be effective communication between the management and the teachers. The school management should create conducive environment, an atmosphere for teaching and learning. Management should allow teachers to go for in-service training in order to acquaint themselves with recent educational development.

School management should recruit only qualified teachers in order to achieve effective teaching and learning in schools. Students are eager to learn, and some of them their brain are plane sheet. According to John Locke, little children's brain are "Tabular Rasa", meaning empty/plain sheet. Therefore, they need adequate knowledge from teachers in order to excel. That is why the school management should recruit qualified teachers that will teach according to their area of specialization, so that they will inculcate and impart the right knowledge to the students. They need accurate knowledge which will help them to be useful and reasonable citizens of their various countries.

2.10 THE NEED FOR ADEQUATE FACILITIES IN PRIVATE SCHOOLS

The school building and its facilities, equipment and materials are some factors which enhance teachers' performance and effective learning process if adequately taken care of by the school management.

Udo (2004), reported that school facilities are crucial in enhancing the school operations of both teachers and students in Akwa Ibom State. Udofia (2000) explained that school library facilities are necessary for raising the performance of teachers and students in any institution. Akatta (1986) acknowledge the fact that teaching aids enhance teachers' performance because they facilitate leaning in schools. Teaching aids, he said are materials which usually help the teachers in teaching, and help the students to learn easily. He added that teaching aids could be inform of visual which only allow students to see the image, but no sound accompanies the action. For example, the use of skill pictures, posters, blackboard, maps, wall charts etc, in teaching and learning. While Audio Visual aids, he said, allow the learner to listen, hear, and see the image. For example, according to Anyiam and Onwa (2001), teachers enjoy using teaching aids because they help the children to lean more easily. They make lessons more practical and realistic. This implies that instructional materials can increase teachers' effectiveness in the classroom setting because they assist in teaching and learning. Learners can also use them for self-directed learning, e.g computer studies. They help stimulate students' imagination and help bring the subject matter to everyday experience of the children.

2.11 THE ROLE OF SOCIAL CHANGE IN EDUCATIONAL INSTITUTIONS?

Change is inevitable in every human society, individuals right from birth undergo some processes of transformation. They will go through this process throughout their relationship with their fellow beings, and it comes through interaction which brings about change (Ahamefula and Nnajieta, 2005).

According to Defleur (1977), cited in Ekpenyong (2000), social change refers to alterations in pattern of social institutions and organization of specific groups within a society. Furthermore, social change is the changing ways in which human beings relate themselves with one another, the processes which institutions and organizations undergo the transformation of social structure and the forces that bring them about.

According to Ahamefula and Nnaji (2005), change comes from different patterns in our societies, and change is very important for a society to achieve a rapid growth and development, which include educational institutions. They went further and explained that, because of the dynamic nature of the human society, human beings cannot survive without change.

When we say society changes, it is not the society as a geographical entity that changes, rather it's the social institutions that changes. This is why social change takes place faster in some social institutions than others. Social change is the change which takes place in the social institutions of a society when the current state of such society is compared with the previous condition of the society (Agada, 2004).

Odetola and Ademola (1985), defined social change as the alteration, rearrangement or total replacement of a phenomenon, activity, value or process through a succession of events. According to Agada (2004), social change occurs all the time. There is no human society that is static, they are all subject to change as long as there are human activities in such society, and there must be a change. However, this change may not be dramatic or rapid, its process can be imperceptible and can be cumulative. Social change involves not only wide societal processes and mechanism, but can also occur in interpersonal relationships between people.

Therefore, social change refers to an alteration in order of a society. It entails mainly the differences that occurred over time. Social change includes changes in nature, social institutions, social behaviors, social interactions etc. Right from the emergence of human society, there have been tremendous stages of change. The society has transformed from primitive to a complex society. Social change helps us to understand the trends in contemporary societies and the effects it has on individuals, groups, communities and social institutions.

Many countries, especially developing countries are experiencing many social problems such as school dropout, poverty, corruption, high level of crime, unemployment etc. These problems emerged as a result of the negative effects of social

change. Social change can either be positive or negative. When social change moves in a good direction, it brings about development, which is called positive change. But when social change moves in a bad direction, it brings about social problems, which is called negative change. Many societies lack this knowledge, especially the third world countries and this is why their societies have refused to develop over the years, their economies have remained static, stagnant and moribund. While the industrialized societies understood the importance of social change. They channeled their social change towards the positive aspect and started solving their challenges, this is why their economies are flourishing, while the developing societies failed to embrace the positive aspect of social change. It is important to note that implementation of good educational policies helps in achieving effective growth and development in any society, which is what the developing societies are lacking.

According to social theorists, social change comes from two sources, namely, Systematic factors such as stable and flexible government, available resources, diverse social organization of the human society, as well as from Random/Unique factors, such as climate, weather and so on. Therefore, social change is usually a combination of Systematic factors and Random/Unique factors. The world is so deeply interconnected and we can't ignore this fact. We all have to work towards educational growth and development. Most people don't realize how necessary social change is, and this lack of understanding about how critical social change is and how they affect our societies, is one of the reasons people are so reluctant to embrace social change especially in the area of educational transform.

According to Agada (2004), social change that takes place in one society can affect and cause changes in another society, as well as social change that takes place in one social institution can affect other social institutions. Currently, Nigeria has shut down all its land borders in order to stop smuggling of goods. The neighboring countries are feeling the heat, and their economies are collapsing day by day as a result of this. Many businesses are in danger both in Nigeria and the neighboring countries. These countries are depending on Nigeria for survival and their social institutions are changing within

few months of the border closure. If things continue like this, many people will be jobless, many students will drop out of school because their parents will not be able to pay their school fees, and the crime rate will increase. This is a good example of the effect of social change. If social change becomes too fast, it may lead to instability.

Furthermore, globalization is another important aspect of social change. According to Eniayejuni, (2017), “globalization is a package of transnational flows of people, ideas, knowledge, investments and production”. Ferguson and Mansbach, (2012) defined globalization “as a process through which events, decisions and activities in one part of the world can come to have significant consequences for individuals in a distant part of the globe”. Globalization can be referred to as the world in your hand, it reduces space and time. It makes us to reach to each other faster and cheaper, irrespective of the distance.

Globalization can also be referred to the development of global linkages, the organization of social life on a global scale, and the growth of a global awareness, thus to the consolidation of world society. Globalization is linking the world together, the integration of everything in the world, such as knowledge, innovation, education, technology, business, and have established themselves as integral parts of globalization.

Globalization can be best understood as a set of processes that involve not only the whole world economy and technology, but also include governance, military, cultural, demography, human rights, migration, environmental dimensions etc. The forces driving globalization are internationalization, modernization, digitalization, liberalization, privatization, universalization, westernization, regionalization, etc (Ferguson and Mansbach, 2012). This is why globalization is very important in education. Many individuals are now studying online from any part of the world in order to suit their busy schedule, and their computers and mobile phones have become their classrooms.

Globalization has created a borderless world, especially in areas of education and business, which is as a result of social change. Globalization has helped to reduce the cost of education, transportation, communication and transaction, and so the potential gains have been increased at this point. “Globalization has increased competition, giving people incentives in becoming more efficient, and it provide opportunity for specialization, efficiency and wealth” (Salmon and Imber 2008).

Furthermore, Nigerian educational system, as well as school administrators must not remain static and moribund. They must change their techniques, procedures and approaches in line with the new technologies and innovations in the society. We must realize that any school that fails to embrace change will automatically shut down their operations, this is because they will no longer be able to compete with other schools that embraced change in terms of modern day technologies, innovations, globalization and diverse curriculum. An example of failure to embrace innovation is the case of Nokia Mobile, which was the number one selling brand in mobile phone in the world. Nokia failed to embrace innovation, and the company was sold to Microsoft at the point of collapse. According to the statement from the CEO during his last speech, he said “we didn’t do anything wrong, but somehow we lost”. Nokia failed to embrace change when other companies were busy innovating. The management of Nokia thought that, they will remain in their position without innovation. They were reluctant to change, their technology became outdated, and they felt the consequences. Maintaining number one position requires continues improvement. In order for organizations to remain relevant and competitive, there must be continues improvement. Change is paramount because of the dynamic nature of the human society.

As change is inevitable, this why every human society should not neglect the structural aspect of change, such as population shift, the processes and mechanism of social change as well as the directions. It is time for everyone to channel our attention towards a positive aspect of social change and address this issue so as to make the world a better place for all to live.

Meanwhile, there have been numerous changes in the educational system in Nigeria since her independence from Britain in 1960. The pattern and structure of education in Nigeria have undergone so many transformations. The system of education has really changed over time since the independence. Furthermore, some of the changes are in negative direction, while some are in positive direction. This is because social change could be positive or negative, depending on the direction it faces. But the fact remains that, change is constant, it is inevitable and it cannot be avoided.

According to Ahamfula and Nnaji (2005), education plays an important role both in social stability and social change. It transmits culture, it teaches the beliefs, values, knowledge, and skills that all members of the society should share. Education also trains people to do certain jobs, it screens them, places them according to their ability and achievement, and allocates individuals to various statuses. Education is a source of innovation and change. Furthermore, higher institutions encourage research, innovation and development in every aspect of the human society. Many people see education as an end in itself. Education is a path to success in modern society, and the only way to get the skills, knowledge and the credentials needed for good jobs. Therefore, education plays an important role in every human society.

School administrators at all levels, from head teachers, principals, superintendents, Rectors, Chancellors and school board members, must be prepared to lead their organizations through change. School administrators must be equipped to navigate bureaucratic and political hurdles as the school system is facing challenges, they need to embrace change in order to succeed and survive. At this age of digitalized information, school administrators should upgrade their content knowledge in order to lead effectively. The world has become a global village. Therefore, teachers at all levels, and school administrators should upgrade their skills through relevant training, seminars, conferences so as to move the education sector forward.

Lastly, social change can either be positive or negative, depending where it is facing. The positive aspect brings about growth and development in every society, while the negative aspect of social change brings about social problems and underdevelopment.

2.12 MANAGING CHANGE IN EDUCATIONAL INSTITUTIONS

Oku, et al (2008), explained that there is no doubt that change is an inevitable thing of nature for every aspect of life, as human endeavor undergoes and experiences change. There is nothing as constant as change, as the saying goes. It is dynamic because life is ever changing, every aspect of nature undergoes some degrees of unrest as it goes through the natural processes of entropy (decay, spoilage, or disintegration). Education as an institution, it's a system with a set of parts in active organized interaction in a bounded entity so as to achieve a common goal.

The general goals of every system are usually growth, stability, adaptability and efficiency, they produce what we call "development". Education is an open system, hence it responds to change, relates to and exchanges matter with its environment, and moves away from decay, irrelevancy, obsolesce, disintegration through its self-regulating and self-maintaining systems. As a result of this, it renews itself and causes the old ideas, skills, technology, programs, structures etc to give way to the new, or adapts to the old that is still compatible with the new demands generated by the dynamic nature of life. Hence Omenyi (1997) defines change as the creation of something different from what existed, or the substitution of one thing for another.

Change can be evolutionary, occurring when whatever is in use or is in practice is inefficient, out modal, incompatible are discarded. Example is the transition from the two 6, 3, 3, 4 and now to 9, 3, 4 System of education in Nigeria. It could be cyclical when observed changes are rooted in some older practices which mean that they are not entirely new. For instance, the new emphasis on vocational, entrepreneurial, citizenship and self-surviving education for children is a retrieval of good educational practices and programs of indigenous education.

However, pressure and demands of the dynamic nature of life and society have made it unacceptable for mankind to wait for change to occur naturally. Hence there is the wide acceptance of the need to plan and control change so as to realize the desired goals and objective of an organization. People now plan, control and direct the course

of change. However, the process of building a desirable society requires the establishment of compatible educational system that embraces change and also integrates stability and change. This explains the reason for frequent reforms, innovations or changes in our educational system. In regards to this point, Fadipe and Adepoju (2006) noted that change, innovation and reforms are concepts that must be built into an organization that is aiming at standing the test of modern times. And considering the complexities and dynamism of modern organizations especially schools, change and innovation must be injected into major aspects of Nigerian educational system especially in the areas of structure, curriculum content and context, and methods of imparting knowledge. For education to be relevant and meet up with the societal needs, it must be planned for reform and innovation in its major facets.

Educational Reform plays an important role on educational development in any country. There has been series of reforms and innovation in our educational system in recent times, and even in the past because the social context of education is ever changing reform implies bringing about change in the status quo to meet the challenges posed by the new technological development and globalization and to improve the quality of the system. Adepoju and Olaniyi (1999) in Tadipe and Taiwo (2006) explained that “educational eform and innovation are synonymous with the injection of new ideas, methods and techniques or strategies into educational system so as to improve both internal and external efficiency and arrangements of the system”. Similarly, Ogoamaka (2007) sees educational reform as change that may be planned, perceived, conceived, spontaneously realized, induced or deduced to bring about a departure from the usual or established trends reforms/innovation in our educational system in recent times abound.

Furthermore, school is a living unit, and it can be described as an open system which has the characteristics of a living entity such as self-regulating and self-maintaining, as well as improvement (Oku, et al (2008). Therefore, school is responsive to the ever changing or dynamic nature of human society, which occasions changes in technology and its effects, changes in the economy, social needs and interactions.

In other word certain changes are made in the educational system to bring about the desired change in the society and for the products of education to remain relevant and functional. Authenticating this view, Anyakoha (2007) stressed that many countries including Nigeria face great new challenges in the global environment induced by market development of ICT and the demands of global knowledge economy which affect the more, shape and purpose of educational system.

Educational change is regarded as any relatively long term alteration in trends, goals, inputs and processes of education. The changes can occur at different levels of education (Nursery, Primary, Secondary and Tertiary levels). Within the levels, change can be introduced in the following areas:

1. Organizational System: (e.g. replacement of 6-5-4 system with 6-3-3-4 system and now 9-3-4 arrangement).

2. Curriculum: (e.g. Introduction of computer science, entrepreneurship, citizenship education, French, and so on). It has to be noted that the contents and context of curriculum designed or changed for any level of education by the government are precipitated by the expectations of the government and society from that level of education. Curriculum reforms or changes can also be in the method of assessment. Formerly, it was fashionable to assess the academic progress of a learner in terms of end of year or assessing/promoting examination before now continuous assessment in the three domains of the learners in vogue.

3. Method: Different methods could be used by a teacher to impart knowledge in the learners. But a major reform or innovation could bring about the need to change methods of organizing and presenting teaching materials. For example, technological development and globalization have encouraged the use of information and communication technology (ICT). Use of internet, E-learning, E- conferencing, Telephone conversation, which can enhance effective teaching and learning in school. Also inductive and practical teaching has replaced the rote teaching and learning.

4. Staff/Personnel: Whatever changes in curriculum content and methods without the teacher being part of the change is a wasted effort. This explains why Nigerian Certificate in Education (NCE) has become the least entry qualification for teaching in Nigeria. It changed from Pupil-Teacher Certificate (PTC), Elementary Teacher Certificate (ETC), and Higher Elementary Teacher Certificate or Teacher Certificate two (TCII/ Pivotal Teachers (TC II with O/L school Certificate (Ogoamaka, 2007). Teachers at all levels of education undergo series of training, exposed to workshops and seminars to update their knowledge, skills and pedagogy so as to play the active roles of change agent. E.g. Workshops on ICT, Pedagogy and the introduction of Federal Teachers' Scheme, where younger teachers are recruited and given training for a period of time, so as to be able to teach the Universal Basic Education Programs. The essence of this is for the teachers to be aware and accept changes so as to be retooled, able and willing to help in execution and sustenance of the changes in the education sector.

5. Physical Environment: Changes also occur in the physical environment of a school, so as to harbor the changes in other aspects of the school. When changes are made in educational system, curriculum, methods, and teachers, there is bound to be change in the medium and facilities for carrying out such reforms, transformations or changes. This is why computers, internet connectivity, large halls, virtual libraries, electronic board, etc. are provided in many schools in many schools as a result of transformation systems from analogue to digital. Also tertiary institutions are now made to benefit from virtual institute for higher education pedagogy via the internet to train academic staff in modern teaching techniques, managing large class size, share academic ideas, and for Nigerian academic experts in diaspora to contribute their quota to the development of the Nigerian University System. There are also Nigerian University Research and Development Fair (NURSEDEF) which addresses the gap between universities and industries (Anyakoha, 2007).

Meanwhile, planned or programmed change occurs when actions are conscious and deliberate with the aim of adjusting organizational operations. The efforts are pre-

conceived, pre-planned, programmed and evaluated; they did not just happen (Ajayi, 1986). The planned change goes under many names which can be interchangeable. These are change program, organizational development and organizational effectiveness programs. Their names generally suggest a long-range program of change fashioned to improve an organization from one level of effectiveness to another. As Reddin (1975) noted, planned change may not require an external consultant (change agent) but utilizes the organizational members to act as change agents. It also allows consultations of all that are concerned and encourages the use of such management techniques as Management By Objective (MBO), a situation where both the Managers/Administrators and the Subordinates set objectives and agree on how to achieve the objectives of the organization. An example is the Universal Basic education program. Before and after introduction, series of conferences, seminars and consultations were/are organized for stakeholders in education.

It is believed that individual change is a major, though indirect approach to organizational change. So individual change should, to so extent, precede organizational change. The typical strategies for changing individuals are training, counseling, selection and placement. Also included are workshops, seminars, in-service training, job rotation and role play.

Management of change entails the application of management principles to all available procedures and techniques to changes that have occurred in organization (school). Such changes may have been planned for, with the necessary provisions made. Forces for change may come from the environment external to an organization (school), from within the organization, or from the individuals themselves. Management is a process of planning, organizing, directing and controlling of organizational input for the realization of the desired outputs. Through planning and proper organization, a change can be anticipated and when it occurs, it can be properly directed and managed.

In the management of change, the change agent can play different roles namely:

1. Content Initiator: The Principal or Vice Chancellor of a University as a change agent playing the content initiating role introduces the new practice or change, shows interest in it and supports it. He tries to create proper awareness of the change among his staff and makes them to be interested. If he succeeds, he may bring the staff to position where they are willing to try out the innovation and eventually make a decision about its adoption or rejection. But the Principal's or Vice Chancellor's content initiator role is limited because his zeal to promote change may be seen as being autocratic and imposing his will arbitrarily on the staff and this may generate conflict.

2. Process Initiator: Here, the change agent (Principal) establishes the structures that cause others to become involved in the search for new solutions to educational problems. They organize and motivate the staff. He establishes work groups and channels of communication which facilitate the injection of new ideas. He assigns responsibilities to staff, creates positive enabling environment, garner ideas, from other people, schools and communities in carrying out the change. He is involved at every stage as a source of support and as a facilitator for those actually proposing for change. His leadership behavior, knowledge and personality influence the adoption process of change as they affect the behavior of other staff. His ability to establish the structure to search continually for new ideas and practices makes his school to be innovative. He is a stimulator and not a salesman or a promoter.

3. Mediator: The mediator role is seen as a political one. He works with officials from the ministry of education, school board, parents, community and groups on the change which cost money and seen as threatening. The Principal mediates all the forces and options so as to enable an adoption or rejection decision to be implemented. He neither facilitates the adoption process nor initiates new practices; rather he becomes a secondary figure rather than primary in effecting a change. He is less a change agent than an implementer of change in the role. His position in the bureaucracy makes it the only role possible for a Principal.

4. Squashier: The squashier role assumes that, not all innovations are necessarily good. The ability to adopt innovation or change at a fast rate is not necessarily the mark of a good administrator.

So a squashier role entails sitting on any attempt to initiate change whether the change is from within or outside the school. He therefore sits on the fence, refuses to act and waits on the demand for change to subside. He can do this by using a variety of plough such as buck-passing, blocking of communication with the outside, negative and conservative reactions to everything new and taking all important decisions. This implies that the change agent role is essentially that of influencing the adoption of decisions in different level of agent's educational system, it is very important that the proposed change be properly planned and be purposeful. Reasons for change need to be clearly stated and well understood and accepted by those involved or those to be affected by the change (Morphet, 1974: 182).

Therefore, for a proposed change to be accepted and be managed, a favorable climate must be created, people to be affected by the change and the implementer of the change must be involved in the planning process, and where the practicable, the new procedure or change should be demonstrated to the people it will affect or the implementers before it is initiated. This is pertinent because once a change is accepted by the user and implementers, its management is assured.

2.12.1 REASONS FOR INITIATING CHANGE IN EDUCATIONAL INSTITUTIONS

Fadipe and Adepoju (2006), stated the various reasons for change in educational institutions, they include the following:

1. **The need to improve on the standard:** The standard of education in Nigeria has been greatly criticized by experts as a result of educational change in Nigeria. At this point, there is the need to improve on the standard of education in the country.

2. **Future expectation:** Change may be needed if there is a clear indication about the future trend or expectation of the system. For example, Nigeria expect education to play the roles of national building, promotion and reorientation. Therefore, educational change be desired to cope with such demands and new expectations.
3. **Exogenous Factors:** Pressure from the public may induce educational change. Stakeholders may advocate for programs that they believe will benefit them, their children and the society at large.
4. **Achievement inclined administrators:** An educational administrator who is achievement oriented and positively inclined will always like new programs that will improve teaching and learning situation to be introduced in the school.
5. **Creativity:** When members of staff are creative and innovative, there is a high desire to introduce new ideas which may lead to realization of school objective and their own individual goals.

2.12.2 METHODS FOR INITIATING CHANGE IN EDUCATIONAL INSTITUTIONS

According to Oku, et al (2008), educational organizations are in a state of equilibrium, they usually have encounter with driving/pushing forces for change on one hand, and resisting forces for change on the other hand by attempting to maintain the statuesque. Heinz and Koontz (2005), explained that an equilibrium is maintained by driving forces and restrained forces. To initiate a change, the tendency is to increase the driving forces which may produce some shift, movement/change, but it usually also increases resistance by strengthening the restrained forces. According to him another approach that is more effective is a reduction or elimination of the restraining forces to a new level of equilibrium.

Any change initiated in any organization that is not installed or an institutionalized through proper management will just fizzle out, e.g. introduction of modern mathematics in secondary schools. This therefore implies that, to install and manage educational change, serious consideration must be given to the use of such change

(students, teachers, principals, community, and so on). The user must have the support, trust, acceptance and confidence in his relation with other people in this regard, his autonomy and security assured and the cost implication of the change properly considered.

Furthermore, Bennis, Benne and Chin (1969), cited in Oku, et al 2008) formulated and regrouped strategies to bring about institutionalization of change, and they include:

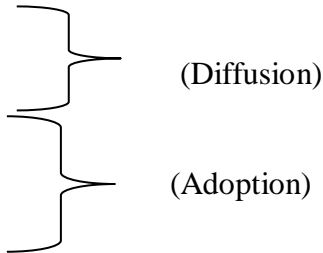
1. Power/Coercive Strategy: This strategy employee's political, legal administrative and economic sanction in order to enforce a change. Governments at different levels may at a times use legislation to enforce a change. For example the compulsory free Universal Basic education is backed up by legislation which on violation attracts some sanctions. It is based on the use of political sanctions to compel an organization to change. Rationality, reason or human relation is secondary to the ability to effect changes. An order may come from state school board or ministry of education requiring each school to draw up and implement a program of instruction in accordance with specific guidelines and deadline. Economic sanction like withholding of salary could also be used to enforce the compliance to change.

2. Normative/Re-Educative Strategy: The assumption here is that the installation of a change requires change of attitudes, relationships, values and skill by the user. This implies that efforts must be made to assist individuals in organization to release and utilize their creative potentials so as to adopt and shift the climate of the school from traditional or conservative, routine bureaucracy to a climate that actually supports collaborative effort. In other words, change cannot be imposed on a school, rather the building up of the schools' internal continuous problem solving capacities will make schools responsive and amenable to change. This can be achieved by establishing self-renewing qualities in schools such as: A climate that supports adaptability and responsiveness to change, to be characterized by open and upward communication and with a high value for problem solving. A clear cut, explicit and well known procedures through which participants can engage in the problem solving process. Not a parochial school, that does not only rely mainly on its internal energy ideas and resources for

problem solving, but recognizes when and how to reach out, seek appropriate ideas and resources for use in solving its problems.

3. Empirical/Rational Strategy: This strategy is based on the assumption that men are rational and would respond to any reasonable explanations and demonstrations of change. This means that change can be adopted if it is rationally justified and seems to be useful to the user. Empirical/Rational Strategy uses public information campaign, incentive schemes and rewards in getting peoples acceptance of change.

A planned change undergoes different stages and phases before its institutionalization which makes it easy for managing them. Such stages or phases include the following:

- Invention or discovery of new knowledge (Research)
 - Invention of solutions to practical problems (Development)
 - Development and testing of the new invention.
 - Production and packaging of product.
 - Dissemination of product
 - Demonstration of product
 - Trial
 - Installation
 - Institutionalization
- 
- The diagram consists of two large right-facing curly braces. The upper brace groups the items 'Dissemination of product', 'Demonstration of product', and 'Trial', with the label '(Diffusion)' to its right. The lower brace groups the items 'Installation' and 'Institutionalization', with the label '(Adoption)' to its right.

The management of change may not be difficult if provisions are made earlier for the anticipated change. But problems occur when a change is spontaneously introduced. In such a case, the change agent or manager has to be tactful, and makes use of necessary skills (conceptual, human and technical skills) to manage the situation. The use of empirical or rational approach is appropriate where rational and convincing explanation and appeal have to be made to those to be affected by the change. The need to set up a committee of experts to advise the management on the course, possible consequences, solutions, techniques and financial implications for implementation and adoption of the change is necessary (Omenyi, 1997).

Furthermore, other methods helping in overcoming resistance to change that school administrators can use in schools as identified by Asian College of Teachers are as follows:

1. Education and Communication.
2. Participation and Involvement.
3. Service and Support, Negotiation and Agreement.
4. Design and Integrate clear cut and implied pressure.

In-order to influence other people in the organization proper structured information is very much important.

2.12.3 TYPES OF CHANGE IN EDUCATIONAL INSTITUTIONS

1. Substitution: This involves the replacement of one the by another. Examples, includes, 6-5-4 and 6-3-3-4 in Nigeria.

2. Alteration: This implies where existing structures or programs are modified rather than replaced. For example, disarticulation of Secondary Schools in some States in Nigeria, whereby Junior Secondary Schools are diverged with separate Principals within the same compound.

3. Addition: Here the status quo or old patterns are not changed but additions are made into it.

4. Restructuring: This involves re-arrangement or re-engineering without introducing any new thing.

5. Elimination: This involve replacing certain old habits with new ones. Examples are replacement of handout with textbooks, or changing course contents with new ones.

6. Reinforcement: Old and desirable behavior can be updated or reinforced for better results. For example, retraining of teachers for better performance.

Meanwhile, notwithstanding the reasons for introducing changes or reforms in educational institutions, care must be taken to ensure that the following issues are considered:

- Are the reforms or changes properly conceived?
- Does their adoption by government or institutions meet the requirements of the public policy?
- The reforms are they credible enough or reliable?
- The reforms, do they offer an alternative to an existing system which is deemed inadequate?

2.12.4 CHANGE RESISTING FORCES

There are many actors that are resisting change in many educational institutions, and they are as follows:

1. Unknown Effects: At this point, people don't want to accept change because of uncertainty, they don't know what the future holds for them. The individuals might have other reasons best known to them.

2. Fear: The individuals are scared to embrace change, like the saying, "the devil we know is better than the angel we don't know". People have become reluctant to change as a result of fear.

3. Unknown Reasons for Change: At this point, the individuals have no idea why the organization initiated change, and therefore they don't want to accept change. It is recommended that organizations should inform the employees why they are initiating change in the organization.

4. Loss of Benefits/Power: At this point, the individuals don't want to lose their power or benefit they have been enjoying all this while, and they reject change because these reasons.

5. Culture, Superstition and Religion: Culture, Superstition and Religion are some of the causes of resistance to change especially in the third world countries. Culture, Superstition and Religion have been cited as some of the major problems and resistance to change in Nigeria. Some religious organizations don't even encourage change in some of their practices. Many Nigerian societies refused to amend some of their ancient culture that does not encourage development, with this mindset "that is how it has been from our forefathers, and from generation to generation that's how it will remain, and therefore we cannot change it".

Furthermore, resistance to change is usually created because of certain attitudes and beliefs which employees have as they believed for ages with the technical aspects of new ideas. Successful implementation of change requires positive action and clear understanding of human behavior (Asian College of Teachers).

2.12.5 THE DRIVING FORCES FOR CHANGE

When an organization is in a state of equilibrium and there is the need for a change, the resisting factors and the driving forces need to be balanced to move to the new state (change), this may involve reducing or eliminating the resisting forces or increasing the driving forces.

According to (Heinz & Koontz 2005, cited by Oku, et al, 2008), the change process intervention or driving forces include the following steps:

- 1. Unfreezing:** In this stage, motivation for change is created; if people feel uncomfortable with the status quo they may see the need for change.
- 2. Changing/Moving:** This occurs through assimilation of new information, exposure to new concepts etc.
- 3. Refreezing:** This is last stage of change process, stabilizes the change. For change to be effective, it has to be congruent with a person's self-concept and values. But where it is incongruent with the attitude and behaviors of organizational members, chances are that they will revert to the old practice.

Therefore, the need for reinforcement/refreezing of the new behavior or change becomes necessary. In view of the fact that people resist change due to so many reasons such as fear, unknown effects, unknown reasons for the change, loss of benefits or power, and the resistance can take different approaches. These include: Involvement of the organizational members in planning the change reduces uncertainty. Communication about proposed changes to make for clarity of reasons and effects. Consideration of both the social and technical dimension of an organization. Technical dimensions deals with the facilities, machines and office operation, while the social concerns about the personal attitudes and group behavior.

4. New Direction: In every organization, there is always room for restructuring and transformation, recreating the system or creating something completely different from the old ways. Organizations are always looking for ways for creating a new system, which could be changing the entire system or introducing new things to the existing ones. Change of direction exist in many organizations today especially if the old system is no longer working well. There have been incessant clamors for restructuring of Nigeria because the current system is no longer working. People are suggesting restructuring of the country which has been static and moribund. When an organization is no longer moving forward, it is expected the management to restructure and introduce a new direction that will foster growth and development.

5. New Policy: It is a new plan of action, rules, procedures, and guidelines taken by an organization in order to achieve efficient and effective result. Just like new direction, new policy is needed when the old policies are not yielding the expected result. New Policy boost change in any organization. In educational institutions, new policy can be introduced in areas such as leadership, curriculum planning and development etc. Change in Policy can be in attitude, principles, finance etc.

6. Training: Employees training helps in preparing them for change in method, technology and equipping them with new ideas, knowledge and skills for new challenges for reform and transformation. Examples include, changing from analogue system to a digital system requires training. In other to switch from old method to a

new one, it requires training in order to operate the new system successfully. Therefore, training helps schools to embrace change to a new method.

2.12.6 CHANGE AGENTS IN EDUCATIONAL INSTITUTIONS

An agent of change or change agent is a professional or a person who makes efforts to influence the adoption of new things such as decisions, ideas, innovations, technology, direction which he/she feels is desirable for the growth and development of the organization. He is skilled in helping organizational members, teachers, and students, to develop the willingness and ability to come to grip with issues, be attentive to one another and appreciate both sides of an issue for change to take place. Once a change has been conceived and planned, it requires to be accepted, adopted and installed for it to be institutionalized. The person(s) to do these are called change agents. They could be externally engaged as consultants and are being paid by an organization or could be internally conceived where some members of the organization are given the required training to carry out the work of a change agent to minimize cost.

A change agent links members of the organization to some larger organizations and sources ideas and materials, For example, linking teachers with school boards, ministry of education or the community through dissemination of new educational ideas, practices and technology so as to achieve desired goals. In some cases, in order to achieve thee set goals, the change agent may act as an initiator of new practices. They could operate under different officials such as Consultants, Representatives, Technical Advisers etc, depending on the organization they operate in. their main task is to bring about of influence the acceptance and implementation or any change in an organization.

According Oku, et al (2008), change agents in schools are categorized into three, they are as follows:

1. Individuals: The individuals may be internal or external participants who influence the course of change. Individuals under internal participants are directly concerned with education and they include pupils/students, teachers, head teachers, principals,

directors, inspectors, supervisors. While the external participants are individuals who exert indirectly influence through dissemination of influence or by invoking sanctions include some non-educationists like government officials, houses of assembly members, senators, parents, and so on.

2. Groups: The school is an open system which links closely and interacts with its environment; it is effected and influenced by parents, neighbors, clubs, community, mass media, religious organizations, Parents Teachers Association (PTA), Board of Governors (BOG) textbook industry, and other organizations.

3. Government: The three tiers of government in Nigeria (Federal, State and Local Government) exert tremendous influence on schools and most times initiate changes because education is the concurrent list of the constitution of the Federal Republic of Nigeria which empowers both the Federal and State governments to handle matters that concern education.

2.13 HOW EFFECTIVE IS CURRICULUM PLANNING, DEVELOPMENT AND IMPLEMENTATION IN NIGERIAN SCHOOLS?

The word curriculum is derived from the Latin word “Currus” which means a race track or a running course. If we relate this idea to education, curriculum refers to a track for learning. As a race track with starting and end points, and the word curriculum now stands as the ground the students cover in their race to acquire knowledge. Consequently, it comes to mean the totality of activities and events.

Curriculum is the instrument through which educational goals are realized. Curriculum is viewed as the vehicle through which the purpose of education and its values are transmitted to the learners in the society, from one generation to another (Anyanwu and Mbakwem, 1999). Curriculum is a key element in the educational process; its scope is extremely broad, and it touches virtually everyone who is involved with teaching and learning.

Meanwhile, in the past, these terms Curriculum Planning, Curriculum Development, and Curriculum Implementation have been used by writers, policy makers and curriculum experts as synonyms, which describe the process of creating or building any particular curriculum design. In either case, the task of building a curriculum is quite an arduous one which calls for a lot of decision making. Presently, slight distinctions are made between curriculum planning, curriculum development and curriculum implementation.

1. Curriculum Planning: Curriculum planning is mainly concerned with making series of decisions and choices in creating a new curriculum, based on the skills, values, principles, concepts, attitudes and grounds to be covered to attain educational goals. Curriculum planning is the way and manner in which learning opportunities are arranged and curriculum created to ensure the attainment of stated educational objectives.

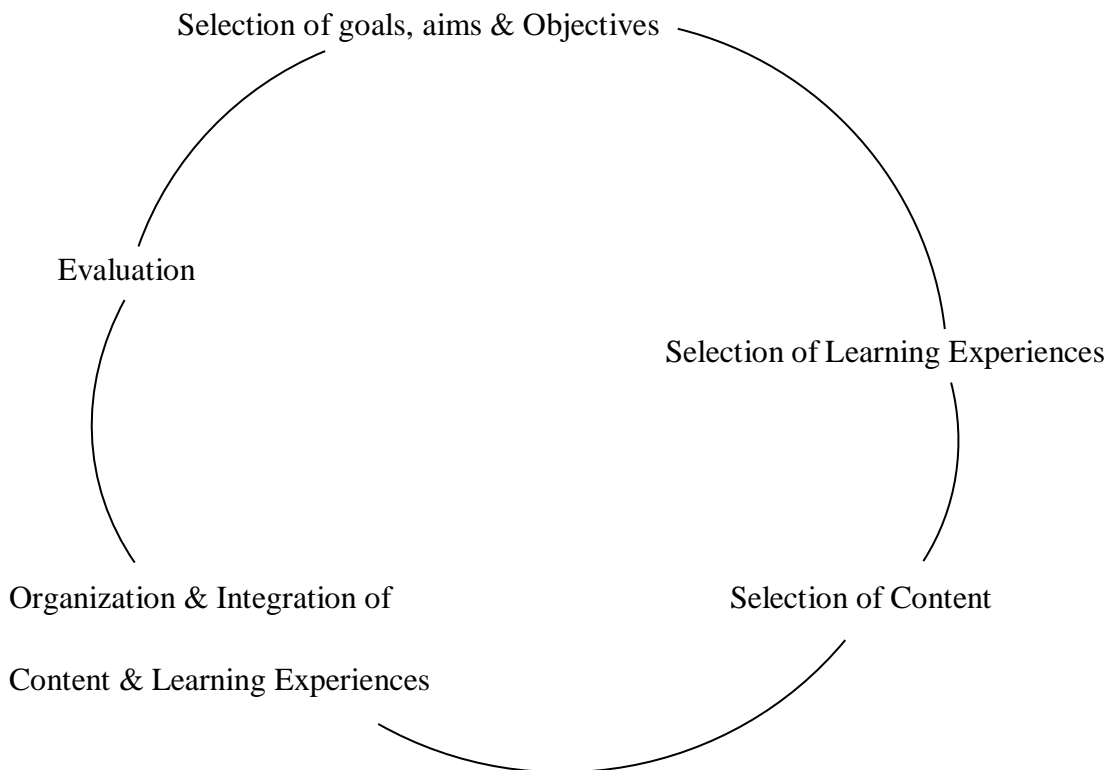
Curriculum planning is quite an involving task, and it calls for a lot of decisions. The decisions centers on the nature and organization of the curriculum; whether it would be organized in broad field design, subject design, core design or activity design; design about the aims and objectives, and the type of experiences to be offered to a particular group of learners. This could explain Alaezi's (1987) cited in Anyanwu and Mbakwem (1999) which views curriculum planning as involving the whole process of cataloguing and choosing what children should learn and translating that choice into action.

Wheeler (1978) cited in Anyanwu and Mbakwem (1999) stated that such a plan involves five phases namely:

1. Selection of aims, goals and objectives
2. Selection of learning experiences
3. Selection of content
4. Organization of and integration of learning experiences and content

5. Evaluation of the effectiveness of all aspects of phases 2, 3 and 4 in attaining the goals in phase 1.

The following is the diagram:



Some curriculum theorists add methods' of instruction to step 4 or create another step. This idea is to connote aspects of teaching which is done after organization of content and learning experiences, but before evaluation takes place to determine the extent to which the instructional activities have helped to achieve the objectives.

2. Curriculum Development: Curriculum development is used to describe the actual building of curriculum materials which must be the products of the decisions reached at the planning stage. Without developing curriculum, implementation cannot effectively take place because the curriculum materials are used in implementing the planned curriculum.

Such curriculum materials include printed materials, such as: (Textbooks, reference book, teachers' guide, students' workbooks, journals, posters, and so on,), Non-printed materials such as maps, models, charts, pictures, specimens, and projected electronic materials, such as film strips, slides, microscopes, overhead projectors, electronic equipment etc. Syllabuses, suggestions about teaching methods, evaluation techniques and strategies are included as curriculum materials.

Furthermore, curriculum materials which are thus, produced should be trial-tested before adoption and recommendation to schools. For this to be effective, proper funding is absolutely necessary.

The cultural root of the planned curriculum cannot be over stressed, there is need to relate the learners' environment to his physical, cultural, religious and social milieu. This provides the much needed link between home and school.

There are important criteria to be considered in curriculum planning. The criteria for selecting curriculum contents are as follows:

1. Appropriateness to the age of the learners for whom they are meant for.
2. Relevance to the lesson they are meant to serve.
3. Simplicity in presenting just the essential details.
4. Adequacy in size.
5. Interest in respect of the learners.
6. Simplification of concepts and durability.
7. Readily improvable.
8. Truthfulness of materials in the sense of presenting the most accurate reflection of the idea reflected.
9. Teacher - Pupil production of aids.

Furthermore, Afrik (1995: 32) has these criteria in view when he states that curriculum development is both an issue of designing a course of study and a course of action. Furthermore, he stresses that curriculum development as a process comprises three areas namely, learner characteristics, learning tasks and learning environment. It is

observable that this view so succinctly distinguished curriculum planning from curriculum development, the former being a more elaborate process than the later.

According to Asian College of Teachers, formal courses are not the only items considered to be a part of the curriculum, there are other elements such as clubs, sports, and other co-curricular activities are significant contributors to the development of students, and to curriculum effectiveness. Learning and personal growth do not take place strictly within the confines of a classroom or laboratory. Students develop skills and competence through a variety of learning activities and experiences that may not necessarily be counted as constructive credit for graduation. Student career and technical organizations, social clubs, and athletics are but a few of the many experiences that extend beyond the prescribed set of course offerings of a school. These experiences have the power to make contributions to student growth in ways that cannot be accomplished in classroom and laboratory settings.

3. Curriculum Implementation: Amadi (1993: 17) describes curriculum implementation as that type of the curriculum processes and system whereby all the relevant learning inputs are brought into direct contact with the learners takes a wide variety of activities so that learning experiences can be maximized at a minimal cost. “It calls for actual activity on the part of the teacher as well as the learners in weaving the instructional matter, materials and methods to produce amicable learning activities which will lead to relevant learning experiences

Mkpa (1987; 258) describes curriculum implementation as “the act of translating the curriculum documents into the operating curriculum by the combined efforts of the students, teachers, curriculum experts and others. By this description, curriculum implementation is not a do-it-alone affair.

At the planning stage of curriculum, educational objectives, content and learning experiences were selected, organized and evaluated. While these processes were lined up on paper, they are best referred to as curriculum documents. This documents must be executed if the goals of education are to be achieved. The actual execution of

curriculum documents is what is called Curriculum Implementation. It is that aspect of the curriculum which brings about the fulfillment of stated goals and objectives.

In curriculum implementation, various past studies have indicated that the curriculum, its relevance, and difficulty in adaptation to local needs and environment have been responsible for poor implementation. The emphasis is on what the beneficiaries will gain from school programs.

Consequently, questions such as, what will the teacher impart as knowledge? What will the society gain in terms of development, have kept puzzling educational administrators. Fafunwa (1969), cited in Anyanwu and Mbakwem (1999) noted that curriculum in secondary school in Nigeria lack African basis. It is too European in outlook and in orientation. In view of the above, Haberman (1992) observed that a thorough overhaul of the curriculum is long overdue.

Hawes (1979) cited in Ahamba (2012) noted that serious constraints arise in school activities because time available in schools is almost invariably less than time allocated in curriculum planning. Okeke (1995) that in planning and constructing the school time table, certain things should be borne in mind—first of all the ratio of students to teacher's the number and length of periods for each subject, free periods to be allowed etc. they however warned that if the above are not properly considered, all sorts of problems might raise as the teacher carry out its teaching function. Daigle (1997) agree that the extended time frame allows for and indeed encourages greater variety of student-centered teaching and learning activities.

Curriculum implementation process holds a major role in the academic growth of an institution. Curriculum should be designed based on the students' requirements, and should contribute in the students' overall academic needs. Teachers should be fully be part of the curriculum implementation process as they are aware of the students and their capabilities (Asian College of Teachers).

Furthermore the organizational health of the school as well as its administrative structure needs to be taken into account. This is important in taking into consideration

of the centralization of power in politics in Nigeria. For example, the Federal Ministry of Education decides on what textbooks to use, which curriculum to adopt etc. This focuses attention on the administrative structure of education in terms of power control whenever innovation is envisaged in the existing curriculum.

The implementation stage is very crucial. A well planned curriculum can be marred at the implementation stage. Teachers usually are expected to put in their best here, because they occupy the central position. The teaching style adopted, curriculum materials selected, learning opportunities provided the learners all team up to produce desired responses and reactions from the learners. To aid learners in their face to face encounter with learning; activities, only those activities considered interesting and acceptable to them should be provided, otherwise the learners will neither participate nor get involved.

Regrettably, certain factors tend to hinder effective curriculum implementation. These factors can be summarized as follows:

1. Absence of appropriate teaching and learning resources, in terms of instructional materials, textbooks and other school equipment. Most secondary schools don't even have science laboratories.
2. Insufficient number of qualified teachers in the major school subjects, especially mathematics and English language.
3. The negative image about teaching profession held by the generality of the public force some good teachers out of the profession for greener pasture elsewhere.
4. Lack of job motivation: Under the present economic quagmire and in addition to the perennial problem of non-payment of teachers' salaries, devotion and dedication to the job of teaching is almost absent.
5. Inadequate Funding: The governments of Nigeria are becoming increasingly incapable in funding education generally and in financing the implementation exercise specifically.

6. Evaluation procedures and techniques are often faulty and therefore may not produce the desired results. The point cannot be over stressed that unless curriculum is effectively implemented, the objectives of the planned curriculum will not be achieved.

2.13.1 CURRICULUM REVISION

Curriculum revision and curriculum renewal are used interchangeably in most educational literature, the earliest method of curriculum revision was by legislation which streamlined the subjects to be taught and the writing of textbooks to develop the content. Recently, both parents, teachers and educators, curriculum experts discuss what new programs that ought to be added and what old ones need to be dropped completely or modified. This process of dropping, modifying and adding new items into the existing curriculum is referred to as curriculum revision.

More often, results from evaluation could bring about a redefinition of the objectives or modification of content and or learning experience. This buttresses the idea of Wheeler's cyclic curriculum process model. The revision or modification of the curriculum could start at any point of the cycle. For this reason, once there is a new aim of education arising from changes in the societal needs, aspirations, values and belief systems, the learning objectives change, so also the content and method, for instance, the early aims of education in Nigeria, particularly in colonial times were to produce Christian clerks, artisans, carpenters, farmers and interpreters. These aims are no longer relevant today. Nigeria needs scientists to assist in transforming the society.

In view of this, curriculum has been revised to accommodate these changes in the societal need and aspiration. Subsequently the aims and objectives change and the other curricular elements, learning experiences, method of instruction and evaluation procedures also change. Stated categorically, change in societal needs, equally demand for change in the objectives of education. For example, three decades ago there was much emphasis on the production of office clerks, salesmen, store keepers, even church teachers. The curriculum at that time was relevant to these needs. The need for

skilled workmen in various fields of life arose a decade ago when unskilled labor no longer met the needs of the society. The society became repugnant that the curriculum was no longer educating its populace aright. There was need for a change in the objectives of education; need for a revision of the existing curriculum.

New discoveries or new knowledge brought about by research findings may indicate areas of learning that are no longer relevant or have gone obsolete and should be replaced by new learning. For example, computer science is the in thing now for information processing, data analysis and storage etc. Furthermore, new branches of science compel attention to the new concepts, methods, new content and learning experiences as well as new ways of organizing teaching for effective teaching and learning.

Okeke (1981; 107) cited in Anyanwu and Mbakwem (1999), identifies some factors that influence meaningful curriculum revision. They include:

1. Change in the objectives of education emanating from change in the social values, beliefs, traditions etc.
2. Change in the nature of knowledge or content of education.
3. Change in what is known about learning process.
4. Change in the system of education.
5. Change necessitated by feedback from curriculum evaluation.

2.13.2 CURRICULUM RENEWAL

To renew is to make new again, restore, begin again or get again. Longman Dictionary of Contemporary English defined renewal as “giving new life and freshness, making as good as new again, replacing something old with something new of the same kind”. In the same vein, curriculum renewal is the restoration of an old curriculum by putting new life, into it. For example, Entebbe Mathematics of the early 1970’s and later was replaced by Modern Mathematics (Anyanwu and Mbakwem, 1999). As researches on learning and development continue, findings from these researches would go into the curriculum to renew it. Viewed from these perspectives, there is only but a very tiny

thread between curriculum revision and curriculum renewal. Most authorities in curriculum view them as one and the same thing (Taba, 1962, cited in Onwuka, 1981).

2.13.3 CURRICULUM INNOVATION/CHANGE

Curriculum innovation and curriculum change have been used interchangeably in curriculum literature. Some distinctions however exist between the two. Miles (1964), defines innovation as a deliberate, novel, specific change which is brought to be more efficacious in accomplishing the goals of a system. To innovate in education is to create or evolve something new in the school curriculum. The something new could be in respect of aims and objectives, content and learning experiences or instructional materials and curriculum evaluation, by implication, when we innovate a curriculum we are introducing new ideas, novel materials, new practices into any or several aspects of the existing curriculum with a view to making it more responsive to the varying needs and aspiration of the learners (Mbakwem, 1996).

Furthermore, policy makers, educationists, curriculum experts and planners of education assume making school systems and institutions curricula, methodology, and curricular materials more “relevant” as a way of correcting current weaknesses and lapses. In considering innovation, we take into consideration three sets of factors namely:

1. Characteristics of the innovation itself and the innovation process.
2. Characteristics of the target system which it is intended to innovate.
3. Characteristics of the social context within which the target system operates.

Recent curriculum innovations in the Nigerian school system include the use of teaching “Modules” at the primary school level, the introduction of continuous assessment therapy at all levels of education and the introduction of prevocational, vocational and non-vocational subjects in secondary schools within the 6-3-3-4 system of education.

Curriculum change on the other hand, means the total transformation of every aspect of the curriculum including the objectives, content, learning experiences, organizational pattern and even the evaluation. The change begins from the foundational components of the curriculum and affects every other element of the system.

According to Taba (1962:454), cited in Anyanwu and Mbakwem (1999) “to change a curriculum means in a way to change an institution.” Changing institution involves changing goals and means. The implementation of any new curriculum will make enormous demands for new structures, new book, new kind of teachers and generally new learning environment. The effective curriculum change involves a large amount of training especially, in the cognitive perspective, new skills to be learned and new modes of thinking to be initiated. There is also a change in the emotional orientation of individuals, change in people’s attitudes and perceptions about role, purposes and motivation. According to Taba, to effect change means to destroy dependencies on previous habits and techniques to work.

Changing the curriculum therefore implies a change in the purposes, programs and the entire orientation of the institution. In effect, an entirely new school system emerges. For example, there was a curriculum change in some institutions in Nigeria. Some of the former Teachers’ Training Colleges (TTC) were transformed into Colleges of Education while others were transformed into secondary schools. As soon as the curriculum change became adopted, the school syllabus changed, new laboratories were built to accommodate the practical aspects of such science subjects as such as physics, biology, and chemistry, new teachers were trained and employed to handle the sciences and introductory technology also. The individuals teachers employed also had emotional re-orientation and their attitudes towards the new curriculum changed. In fact, the entire institutions changed.

2.13.4 THE PROCESS OF CURRICULUM INNOVATION

Curriculum innovation is an on-going process so long as new ideas, new research findings, new practices, new evaluation techniques are introduced in response to societal needs and societal changes (Mbakwem, 1996). However, some major steps in the process are worthy of note. These include:

1. Identification of the need for change and the area that need the change. This is followed up by a general agreement by both the innovator and all those concerned with the system that the change is eminent.
2. Identification of the direction of change. Here includes a determination of one or more new practices (innovations) that will, most probably meet the identified needs; Suggestions are made at this stage, about better, alternatives that might be used to replace old ideas.
3. Organization of workshops whereby relevant curriculum materials are produced and the training of the required personnel on the innovation practices. This is followed up quickly by tryout sessions of the new alternatives.
4. Evaluation of the selected innovation on field-testing or tryout. This aspect is usually carried out in some selected pilot schools for the tryouts. A case in point is the population.
5. Educational programs that are being taught by specially trained teachers to secondary school students in some selected pilot schools. Any course or defects are identified and corrected at this stage.
6. Adoption of the innovation and dissemination of the new practices. Once the new alternatives that are field-tested are deemed successful, efforts are made to disseminate them to schools to be adopted and put into operation.

Mkpa (1987; 512), uses the acronym IDEAS to describe the five steps sequence of the process of curriculum innovation. They are:

1. Identification of the need for change.
2. Determination of one or more new practices (innovations) that are likely to meet the identified need.
3. Evaluation of the chosen the innovation in a tryout situation.
4. Activities of the findings of the tryout by rejecting or adopting the innovation or modifying and trying it again.
5. Stimulation of the continuation of this process of innovation or change.

Ughamadu (1992: 185) outlines the steps adopted by the Comparative Education Study and Adaptation Centre (CESAC) in the production of curriculum materials, he said that this curriculum development body has come close to adopting the process of curriculum revision or innovation by:

1. Identifying aspects of the curriculum to be revised.
2. Involving all concerned with the production and translation of a curriculum, experts, school of university personnel etc.
3. Producing actual curriculum materials-pupils' texts, teachers guide, work – books and emphasizing audio-visual aids.
4. Providing training course for teachers from selected pilot schools.
5. Producing curriculum packages to be subjected to field trials in the selected pilot schools for an extended period of time.
6. Entertaining feedback from trials in pilot schools.
7. Revising curriculum materials in the light of feedback.
8. Producing and introducing curriculum packages to all schools for possible adoption, training of teachers is also an essential aspect of this phase.
9. Periodically evaluating curriculum for any necessary modification. The CESAC approach, according to Ughamadu (1992), is quite comprehensive and can be adopted for use in any curriculum innovation exercise.

Meanwhile, some of the innovations carried out in the Nigerian educational curriculum are as follows: In the system therefore, 6 years are for primary education, next 3 years for Junior Secondary School (JSS) and the following 3 years for Senior Secondary

School (SSS) and 4 years minimum for University Education. The (JSS), Junior Secondary School curriculum offers both prevocational subjects such as Woodwork, Home Economics, Metalwork, Electronics and academic subjects. Core subjects such as Mathematics, English language, Science, Social Studies and two Nigerian Languages are offered. By this arrangement the curriculum is meant to produce self-employable school leavers. The question is, to what extent are these school leavers self-employed?

In Mkpa (1996), in his view, although certain subjects supposed to inculcate the desirable vocational n technology and a few other practical-oriented subjects, the school leavers still find themselves even after both secondary and tertiary education, seeking for non-existent white-collar jobs. What this means, in effect, is that the curricula have failed to produce the desired self-employable school leavers. It calls for a review of both the content of the curriculum teaching style, instructional materials, etc.

Other innovative elements in the National Policy on Education (NPE) include:

1. Basing education assessment and evaluation in the school system in whole or in part on continuous assessment of the progress of the individual. By this provision the final secondary school leaving certificate is based on a combination of result of a National Examination Council (NECO) and West African Examination Council (WAEC) and continuous assessment.
2. Liberalization of access to higher education for anyone who can benefit from it through university or part-time and work study program, etc.
3. Abolition of the sixth form (Higher School Certificate Course) and restructuring courses from 3 years to 4 years degree course pattern to suit the six years secondary school system.
4. Conversion of secondary schools from 5 years to 6 years and the inclusion of technical, commercial and other vocational courses in addition to academic courses so as to make Junior Secondary School leavers immediately employable.

5. Provision of adequate adult and non-formal education and special education. It is observable that these innovative elements have serious curriculum as well as financial implications. How does innovation really take place?

2.13.5 BARRIERS TO CURRICULUM INNOVATION

A lot of factors impede curriculum and educational innovation, but only few will be discussed for the purpose of this study, they are as follows:

Political Factor: Politics and education are inseparable. The type of political system and political leadership invariably affect the type of educational system adopted by a country. Policy makers decided on the nature of curriculum offered in schools at all levels and also the kind of curriculum innovation to be embarked upon. These political leaders more often than not.

1. Lack of knowledge for the curriculum innovation needed.
2. Lack of knowledge of the goals and objectives of the envisaged innovation.
3. Lack of the ideas on how to institute modalities for the innovation.

These are all political issues that present, themselves as barriers to innovation. Besides, the rising cost of education must be met largely from the public purse and must therefore be subject to political accountability. Be that as it may, when innovations are introduced at the center, at the national level, it may be marred at the state or local government level depending on the political party in power aspect of Centre periphery model of innovation (Mbakwem, 1996). In those at the states, difficulties may arise.

Unclear Objective: Clear objectives stimulate proper identification of the innovative elements to be introduced and this in turn buttresses pre-planning and tryouts. Inadequate planning and failure to take into account the nature of the system into which the innovations are being introduced produce institutional and systems inertia and thus response becomes difficult.

Finance: The state of the national economy determines the quality of curriculum offerings. Curriculum innovation has serious financial implications in terms of

provision of curriculum materials, purchase of equipment of all sorts, training and retraining of teachers to keep them abreast with the new ideas and practices, payment of staff involved in the program for tryout studies, dissemination and institutionalization of the new curriculum. Inadequate funding poses a serious hindrance to effective curriculum innovation.

Conventionality of Parents, Teachers and Administrators: It is difficult to change people, let alone change large numbers who are not subject to direct day-to-day control and supervision. Conventionality among an army of administrators, inspectors, teachers, trainees, parents, pupils, etc. regarding their perceptions, already molded, about what school has been and done in the past, leaves them no time to analyze social context in which schools are set and appropriate changes to be envisaged. People have to be convinced that they ought to change and shown how. The suspicious news held about innovations makes it easier for them to cling to familiar ways which have seen them through many difficulties.

Non-Involvement of Teachers and Students in Curriculum Making: Developing a curriculum that would reflect national objectives is a very tasking one. The task of building a curriculum is quite an arduous one which calls for a lot of decision making. Educational administrators and curriculum experts alone cannot grapple with the task of determining the appropriateness of curriculum materials to the age of learners, the adequacy of concepts, the appropriate textbooks, students' workshops to use, and the proper learning environment (Anyanwu and Mbakwem, 1999). In the light of this, curriculum development should be a collective effort and cooperation involving curriculum experts, educational administrators, teachers, students, textbook authors, subject specialists, educators, researchers etc.

Before now, teachers are isolated from participating either in planning and developing curriculum. Since teachers are to provide an education relevant to the society in which the learners live now and are likely to live as adults, it stands to reason that they become actively involved in planning and developing curriculum. Presently, teachers are being

involved in curriculum making, particularly at the implementation stage, which is not enough, they should be allowed to participate in other aspects of curriculum making.

Furthermore, teachers and students involvement in curriculum making is a welcome development. If the teachers and students are not involved, they may easily develop negative attitude towards the whole exercise, and this immediately jeopardizes the success of the curriculum. Students should as well be involved in the curriculum making, they must be considered and involved in designing and implementing curriculum, this is because the central focus of the curriculum is the students (Asian College of Teachers).

Sheeran (1996) cited in Anyanwu and Mbakwem (1999) stated that curriculum that is relevant, timely and important is key to students' involvement; recognition of the value of the content under examination promotes interest and generates motivation among teachers. This indicated that topics among teachers examined should be those which students and teachers can engage in discussion and solution to issues of concern. Curriculum making must be a cooperative enterprise and a collective responsibilities between curriculum experts, educational administrators, teachers and the students who should be involved in negotiations aimed at promoting learning. Teachers are busy themselves with choosing and utilizing the most appropriate teaching methods and materials which will most appropriately direct and guide to students' learning. On their own part, students engage themselves actively with learning activities/opportunities, and it is through these activities that learners can learn effectively.

Furthermore, teachers and students should not be isolated in curriculum making, they must be fully involved both in the decision making and actual development of curricular materials. Since it is the teachers that implement the curriculum, it stands to reason that the teachers can also make input in curriculum decisions. Genuine educational/curriculum innovation occurs only when the teacher is totally committed to it.

The students should also be part of the curriculum making process which can be with the help of brainstorming and interactive group discussion to get an idea of the students' potentials as well (Asian College of Teachers).

Curriculum making is more successful when teachers and students participate actively in the decision making and actual development of curriculum materials. Teachers and Students must participate fully and they cannot be left out in issues concerning teaching and learning. This is why they must participate in all aspects of curriculum making, because it is a tasking job, and all hands must be on deck. Curriculum making should not be a do-it-alone affair.

Structural Changes: This has to do with the existing balance between all levels of the educational system namely Nursery School to University levels. A change at one level (one sub-system) necessitates changes in the other, for example, the UBE; 6-3-3-4 system etc. Competition for resource is bound to arise between the sub-systems. The UBE depended on the production of sufficient number of teachers from colleges of education. Colleges increased in size and number of staffing and has been drawn from secondary itself which already faces major difficulties of obtaining qualified and experienced staff in science and mathematics.

Sixth form was abolished due to lack of staff. Universities extended program to four years is meant to accommodate preliminary studies program. It is also a problematic exercise. These bottlenecks need to be cleared because they are barriers to innovation.

In order to succeed in introducing innovations, these innovative ideas practices, skills etc, must present themselves at the bar of public opinion.

2.13.6 METHODS FOR SUCCESSFUL CURRICULUM INNOVATION

Teachers must be involved both in the planning, decision making and actual development of curricular materials. Since it is the teachers that implement the curriculum, it stands to reason that the teacher also makes input in curriculum

decisions. Genuine educational and curriculum innovations occur only when the teachers are totally committed to it.

Adequate financing is sine-qua-non in effective curriculum innovation. A lot of money is involved in the innovation exercise. For example, there may be the need to produce new curriculum materials and some costly equipment to replace the old, but obsolete materials and techniques. Besides, both the teachers and students require a good number of various equipment, especially for the pilot-study and for total adoption of new curriculum. Where adequate financing is unavailable, the implementation of the innovation in curriculum is bound to be a failure.

Furthermore the organizational health of the school as well as its administrative structure needs to be taken into account. This is important in Nigeria taking into consideration the centralization of power in its body polity. For example, the Federal and States Ministry of Education decide on what textbooks to use, which curriculum to adopt and so on. This focuses attention on the administrative structure of education in terms of power control whenever innovation is envisaged in the existing curriculum.

Another area to focus our attention on is the dissemination of the curriculum. In fact, dissemination is a factor in the realization of the goals of a curriculum innovation. If Nigeria has no network for disseminating information, such as working papers, newsletters, bulletins and so on, then the public in general and teachers in particular, will continue to be ignorant of whatever innovations are taking place in curriculum. Teachers should be duly informed about the new thing coming so that they can identify with it, be committed to it and be involved in implementing it.

It becomes obvious at this point that curriculum innovation/change involves a number of interlocking/interwoven factors and any successes and or failures experienced are attributable to all of these factors. In our bid to innovate effectively, all these factors must be considered (Anyanwu and Mbakwem, 1999).

2.13.7 AGENCIES FOR CURRICULUM MAKING IN NIGERIA

1. Federal and States Ministries of Education
2. West African Examinations Council (WAEC)
3. National Examination Council (NECO)
4. Joint Admissions and Matriculation Board (JAMB)
5. Nigerian Educational Research and Development Council (NERDC)
6. National Universities Commission (NUC)
7. Universal Basic Education (UBE)
8. National Commission for Colleges of Education (NCCE)
9. National Board for Technical Education (NBTE)
10. National Teachers Institute (NTI)
11. Curriculum Organization of Nigeria (CON) (Professional Body)
12. Science Teachers Association of Nigeria (STAN) (Professional Body)

2.14 SUMMARY OF LITERATURE REVIEW

The study reviewed the role of school as a social system/organization and the impact of Nigerian Educational System. The study also examined the roles of school administrators, supervisors, and the impact of teachers on educational growth and development in Nigeria.

The study further explained the major three traditional leadership styles, such as autocratic, democratic and Laissez-Fair, the impact they have on teachers' performance, as well as on educational development. It also looked into factors that limit teachers' performance and ways by which it can be enhanced.

Furthermore, the literature also revealed that leadership styles of private schools management affect teachers' productivity. Some private schools administrators have been found to prefer the autocratic leadership style in the day-to-day management of their schools, while some adopted more than one leadership style to achieve objectives.

However, some scholars in the literature are of the opinion that no best style to adopt. They advocate that school management should adopt leadership styles that are both job and person oriented, depending on the situation. These considerations promote goal achievement and maintain good human relations which are necessary for team work and high productivity among teachers.

The chapter ended with the analyses of the role social change plays on educational development, as well as the effect of curriculum planning, development and implementation in Nigerian Schools.

CHAPTER THREE

RESEARCH METHODOLOGY:

INTRODUCTION

This chapter describes the method and procedures that were used in collecting and analyzing data for the study. It is presented using the following sub-headings, Design of the study, Population of the study, Sampling Procedure, Sampling Size, Validation of instrument, Method of Data Collection and Method of Data Analysis.

A research method revolves around those methods and techniques employed to conduct research while methodology is a process of thoroughly solving the research problems. Research method generally studies the various steps used by a researcher in studying his research problem along with the result behind such move, steps or techniques. It is a process through which the method adopted brings the desired outcome.

The context of methodology therefore is the tactics, plan of action, strategy or practice of a particular method using same to achieve desired outcome and objective. Primary and Secondary sources of data were utilized for generating data or information for this study.

3.1 DESIGN OF THE STUDY

The method used in this study is a social survey with a quantitative research analysis. Primary and Secondary sources of data were used, both published and unpublished materials, such as books, articles, documentary analysis, and online sources for a thorough research. A thorough analysis of the materials really helped for a better understanding of this study.

The study adopted a descriptive survey design in identifying the leadership styles used in private schools in Nigeria, the impact of such styles on educational development in Nigeria.

3.2 POPULATION OF THE STUDY

The population of this study comprises of all the teachers in private educational institutions in Nigeria. The study area, (Nigeria) is made up of 36 States and the Federal Capital Territory.

3.3 SAMPLE AND SAMPLING TECHNIQUE

According to Ohaja (2003), sampling is the selection of some members of elements from the population for actual investigation or study. Stratified random sampling technique was adopted for this study.

3.4 SAMPLING SIZE

A total of Ten (10) schools were selected within some states in Nigeria for the study. Five (5) teachers per school were used, making it a total of fifty (50) teachers (Respondents).

3.5 INSTRUMENT FOR DATA COLLECTION

The instrument used for data collection was questionnaire using Likert modified four points rating scale of strongly agreed 4, agreed 3, disagreed 2 and strongly disagreed 1. The questionnaire titled “The Impact of Leadership Styles on Educational Development” was divided into sections. Section (A) consist of items about the characteristics and bio-data of the respondents, while other sections were prepared having the objectives of the study in mind.

3.6 VALIDATION OF INSTRUMENT

To ensure validity of the instrument, the questionnaires were thoroughly screened, pretesting was carried out in order to make sure that they won't have any negative implication for the respondents. The researcher made the necessary corrections therein, and the face validity of the instrument was ascertained to answer the necessary questions.

3.7 RELIABILITY OF THE INSTRUMENT

To ascertain the reliability of the instrument, it was subjected to a test method using fewer respondents outside the sample, it came out with the same result. The instrument was administered within an interval of two weeks to the respondents. The instrument is reliable because it focuses on the vital characteristics of the respondents such as opinions, attitude, motivation, job satisfaction and behaviors. It is aimed at knowing the effect of leadership styles on job performance in schools. Therefore, the instrument is reliable, it can be used anywhere and anytime.

3.8 ADMINISTRATION OF THE INSTRUMENT

The instrument (questionnaires) were personally administered by the researcher with the assistance of some of the school teachers, and the researcher reminded the respondents of the importance of the questionnaires in regards to the study, in order to motivate them to return the questionnaires to the researcher. Furthermore, the questionnaires were later retrieved from the respondents after their responses. A total of fifty (50) copies of questionnaires were distributed among selected teachers, but only 46 were completely filled and returned.

3.9 METHOD OF DATA ANALYSIS

In order to carry out proper analysis, data collected were analysis using frequency and percentage table. The responses elicited through the retrieved copies of the questionnaires were analyzed and presented in tables.

CHAPTER FOUR

PRESENTATION OF ANALYSIS:

INTRODUCTION

This chapter presents the analysis of the data analyzed based on the information gathered from the respondents. In order to achieve the purpose of this study, 50 questionnaires were administered, but 46 were retrieved.

4.1 PERSONAL BIO-DATA OF THE RESPONDENTS

The following variables were analyzed under the personal bio-data of the respondents.

Bio-data: Gender, Age, Years of teaching experience and Educational qualifications of the respondents.

4.2 GENDER OF THE RESPONDENTS

The genders of the teachers in the private schools studied are shown in the table 4.2 below:

Sex	Frequency	Percentage
Male	18	39.13
Female	28	60.87
Total	46	100

Table 4.2: Distribution of the Respondents by Sex.

From table 4.2, 18 (39.13%) of the teachers were male, while 28 (60.87%) of them were female. The figures shown that, more female were employed or involved in teaching in the private schools. It could be that more females were engaged in teaching because they would want extra time to take care of their families, especially the married ones. It could also be that teaching is not as stressful as other professions and so women like engaging in it. Furthermore, it could be that males preferred being

employed in other professions they thought are more challenging and profitable than teaching.

4.3 AGE RANGE OF THE RESPONDENTS

The various age range of the teachers in the schools studied are shown in the table 4.3 below:

Age Range (Years)	Frequency	%	Frequency	%
20-30	5	27.78	8	28.58
30-40	10	55.56	15	53.57
40-50	3	16.67	5	17.87
Total	18	100	28	100
Average age (years)	33.89		33.92	

Table 4.3 Distribution of the respondents by Age

Table 4.3 shows that 27.78% of the male teachers in private schools studied fell between 20-30 years, whereas 20.58% of the female fell between 20-30 years. However, 55.56% of the male teachers fell between 30-40 years, while 53.57% of the female fell between 30-40 years. 16.67% of the male; fell between 40-50 year, and 17.86% of the female fell between the age ranges of 40-50 years. The average mean age of the male teachers was 33.89, while that of the females was 33.92; this implies male and female teachers were almost the same age. It could be that management of private secondary schools preferred young teachers than old ones.

4.4 YEARS OF CLASSROOM EXPERIENCE

The years of classroom teaching experience of the teachers in the private schools studied area are shown in table 4.4 below:

Years of teaching Experience	Frequency	%	Frequency	%
1-5 years	11	6.11	15	28.58
5-10 years	5	27.78	9	53.57

10-15 years	2	11.11	4	17.86
Total	18	100	28	100
Average year of teaching experience	4.78		5.80	

Table 4.4 Distribution of years of Classroom Experience

The results in table 4.4 show that 6.11% of the male teachers had teaching experience between 1-5years, while 53.58% of the female had 1-5years. The percentage of the respondents that had 5-10 years of teaching experience was 27.78% while that of females was 32.14%. Furthermore, 11.11% of the male teachers had taught between 10-15 years, whereas 14.29% of the female had taught within the same years.

The average teaching experience of the male teachers was 4.78 years, while that of the females was 5.80 years. The result in the table shows that average years of teaching experience of the teachers in private schools was low. This could be as a result of poor condition of service. It could also be that the respondents used teaching as a stepping stone before looking for other jobs that have better working conditions. Also, the average year of the female was a bit higher than their male counterparts. This shows that female teachers stay longer in teaching profession than the males.

4.5 EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

The various educational qualifications of the teachers are shown in table below:

Educational Quality	Frequency	%	Frequency	%
NCE	5	27.78	8	28.57
B.Ed/BSc/BA/HND	10	55.56	18	64.29
M.Ed/M.Sc/MA	3	16.67	2	7.14
Total	18	100	28	100

Table 4.5 Educational Qualification of the Teachers.

According to the results in table 44, 27.78% of the male teachers in the schools studied have NCE, while 28.57% of the female have NCE. Furthermore, 55.56% of the male

have B.Ed/BSc/BA/HND, whereas 64.29% of the females has B.Ed/BSc/BA/HND. 16.67% of the male has M.Ed/M.Sc/MA; while 7.14% of the females has the same qualification from the table, the percentage of male and female teachers in the private schools that has NCE is almost the same. Whereas, the percentage of the females that have B.Ed B.Ed/BSc/BA/HND is a bit higher than the males. However, the percentage of male teachers in the school that have M.Ed/M.Sc/MA is higher than the females.

It could be that male respondents were not staying longer in teaching especially in secondary schools.

4.6 WHAT IS THE LEADERSHIP STYLES ADOPTED BY PRIVATE SCHOOLS MANAGERMENTS IN THE STUDY AREA?

The Leadership styles implemented in the private schools in the studied area are shown in table 4.6 below:

Leadership Styles	Frequency	Percentage
Democratic Style	14	30.4
Autocratic Style	12	26.1
Laissez-fair style	5	10.9
Combination of the leadership styles	15	32.6
Total	46	

Table 4.6 Leadership styles adopted by the management of private schools in the study area.

From table 4.6, 14 respondents (30.4%) were of the opinion that democratic style was adopted by the management of their schools, 12 teachers representing (26.1%) identified with autocratic style, 5 teachers representing (10.9%) identified Laissez-fairs, while 15 respondents representing (32.6%) were of the opinion that their school management adopted combination of all the leadership style.

The result shows that many teachers agreed that their school management adopted combination of the leadership styles to run their schools. This implies that situations

and objectives in most cases determine the type of style used by the school management. Scholars observed that in Nigeria, many effective school administrators/principals use more than one leadership style in their schools. These scholars discovered that private schools management that adopted combination of leadership styles had positive effect on teachers' performance.

The combination of styles was followed by democratic leadership style. The results show also that many teachers agreed that their school management adopted democratic leadership style in managing their schools effectively. This collaborate with what Eden (1982) said that democratic leadership style permit self-expression, creativity and group interaction. The table, in addition, shows that private secondary school management adopts autocratic leadership style mainly in running of their schools.

According to Ojo (1991) "An autocratic leader is one who commands and expects compliance, he is one who decides on his goals to be achieved and has authority to withhold or give rewards or punishments". As Stoner (1982) puts it, autocracy is a situation where the leader issues orders to the subordinates on what task to be done and carried out promptly. This implies that in informal organization like the school system, any school management that adopts autocratic leadership style is exploiting the teachers and this would have adverse effect on their performance.

4.7 HOW DOES LEADERSHIP STYLES AFFECT TEACHERS' PERFORMANCE?

The following are the responses on the effect of leadership styles on teachers' performance

S/N	FACTORS	RESPONSES	REMARK
1	Non-involvement of teachers in matter affecting them reduces their work moral	2.83	Accepted
2	Leads to truancy and indiscipline among students	2.67	Accepted

3	It causes attrition among teachers	2.83	Accepted
4	Sporting activities and other extra-curricular activities would suffer a set back	2.24	Accepted
5	Reduction of academic achievement of students	3.13	Accepted
6	Exodus of teachers and students to other schools.	3.20	Accepted
7	Poor teachers' welfare results to teachers' complaint and absenteeism from school.	2.96	Accepted
8	Quick discipline by proprietor affects teachers' performance.	3.52	Accepted
9	Reduces creativity when school management insists on enforcing rules and procedures.	2.70	Accepted
10	It changes the working environment making it prone to crisis.	2.89	Accepted
11	Teachers exhibit lack-luster attitude to work when supervised closely and regularly.	2.61	Accepted

4.7 Responses on the effect of leadership styles on teachers' performance

4.8 WHAT ARE THE FACTORS THAT LIMIT TEACHERS' PERFORMANCE IN PRIVATE SCHOOLS?

S/N	FACTORS	RESPONSES	REMARK
1.	Inadequate provision of instructional materials in the school.	3.17	Accepted
2	Lack of teachers' involvement in decision making process in the school	2.72	Accepted
3	School time-table and calendar are over loaded and inflexible	2.72	Accepted
4	Low motivation of teachers and poor personnel management	3.30	Accepted

5	Employment of non-professional teachers	2.50	Accepted
6	Disparity in salary between public and private schools	3.15	Accepted
7	Mismanagement and high handedness of the school management	3.13	Accepted
8	Poor condition of service	3.72	Accepted
9	Inadequate facilities and equipment to execute school programs.	3.35	Accepted
10	Personal traits	2.62	Accepted
11	Poor staff development policies in the school	3.37	Accepted
12	Inability to manage the classroom effectively	3.24	Accepted
13	Class size, poor sitting arrangement and ventilation	3.50	Accepted
14	Hostile attitude of parents	2.70	Accepted

Table 4.8 Factors that Limit Teachers' Performance in Private Schools

From table 4.8, the following factors which reached the mean of 2.50 and above, were accepted as factors that limit teachers performance in private schools in the studied area, they are; inadequate provision of instructional material (3.17), low motivation of teachers and poor personnel management policies (3.30), disparity in salary between public and private schools (3.15), poor conditions of service (3.65) etc.

4.9 WHAT ARE THE FACTORS THAT AFFECT EFFECTIVE MANAGEMENT AND ADMINISTRATION OF PRIVATE SCHOOLS IN NIGERIA?

S/N	FACTORS	RESPONSES	REMARK
1	Lack of specialized teachers	2.83	Accepted
2	School managed as business enterprises	2.98	Accepted

3	Location of the school	2.74	Accepted
4	Inconsistent salary structure of workers	3.33	Accepted
5	Unnecessary interference by parents and government officials	2.76	Accepted
6	Poor funding and inadequate facilities	3.22	Accepted
7	Attitude of teachers towards their work	2.72	Accepted
8	Management style adopted	2.93	Accepted
9	Irregular government policies	2.71	Accepted
10	Constant sacking of teachers	3.15	Accepted
11	Resignation of teachers without prior notice	2.98	Accepted
12	Ineffective communication in the school system.	2.80	Accepted

Table 4.9: Response of factors that affect effective management and administration of the Private Schools in the Study area.

The result in the table 4.9 revealed that many factors affecting effective management of private secondary schools in the study area. Factors such as; attitude of teachers towards their work, poor funding and inadequate teaching facilities, management style adopted, irregular government policies and resignation of teachers without prior notice are some of the factors affecting effective school management.

Findings established that most private schools in the study area were poorly located and indiscriminately established without prior study of needs in terms of population distribution and essential amenities. Most of the respondents also agreed that lack of specialized teachers employed in private secondary schools in the study area affects effective school management. Many unqualified or unspecialized teachers are employed in private secondary schools as a result of greediness on the part of the management who wants maximizes profit to the detriment of the students.

4.10 WHAT ARE THE FACTORS THAT ENHANCE MANAGEMENT AND TEACHERS' PERFORMANCE IN PRIVATE SCHOOLS?

S/N	FACTORS	RESPONSES	REMARK
1	Teachers must be dedicated to their duties.	3.17	Accepted
2	The school management should create conducive environment for teaching and learning.	3.28	Accepted
3	Teachers must be involved in decisions that affect them.	3.43	Accepted
4	Work load carried by teachers must be reduced to affect effective teaching.	2.78	Accepted
5	There must be effective communication between the management and the teachers.	3.23	Accepted
6	Improved conditions of service will make the teachers to work hard	3.47	Accepted
7	The management should not be too quick and punitive in punishment	3.11	Accepted
8	Adequate teaching facilities encourage teachers performance	3.41	Accepted
9	The management should delegate tasks to teachers to build their confidence	3.00	Accepted
10	The management should not discriminate in rewarding hard working teachers and punishing erring ones	3.17	Accepted
11	Constant sacking of teachers should be minimized	3.37	Accepted
12	Teachers should teach according to their area of specialization	3.28	Accepted

13	Management should recruit only qualified teachers	3.10	
14	Teachers should be allowed to do in-service-training in order to acquaint themselves with recent educational development.	3.41	

Table 4.10: Factors that Enhance Management and Teachers' Performance in Private Schools

In table 4.10, the factors that were listed were unanimously agreed by the respondents in respect of enhancing teachers and management relationship. They agreed that factors such as effective communication (3.23), improved conditions of service (3.47), and teachers being dedicated to their duties (3.17), teachers teaching according to their area of specialization (3.37) adequate teaching facilities (3.41), minimizing sacking of teachers indiscriminately (3.37) etc would enhance teachers performance.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1 INTERPRETATION OF THE FINDINGS

Whichever type of leadership adopted by any school management will certainly affect the school either positively or negatively. It is believed that adopting a stringent leadership style will affect teachers' performance negatively, especially if teachers were excluded from taking decision that affects them. It could lead to attrition among teachers' movement of teachers to other schools. Many private schools are experiencing exodus of teachers yearly as a result of leadership styles of the school administrators in Nigeria. Also, academic achievement of students would suffer a setback due to the fact that teachers would not be putting in their best. It could change the working environment making it prone to crisis.

The findings are in agreement with Aluho and Belaso (1972) who observed a link between conflicts among members of teaching staff. They observed that management who are very directional and task-oriented always have conflict in their organizations. The study observed that job satisfaction; team spirit; etc are paramount concern to teachers and therefore lead to greater performance. Also, Halpin (1956) in studying industrial educational setting, observed that the effect of management style on productivity and initiating structure and consideration were foundational factors of management behavior and that a combination of both is important for high productivity.

The results showed that lack of staff training and development will automatically limit the teachers' performance. Also, inadequate instructional materials to execute school programs have been identified as one of the factors limiting teachers' performance. Lack of foundational items like desks, library, laboratory and teaching aids are hardly adequate. This finding is supported that due to population explosion in private secondary schools, most of the physical facilities are grossly inadequate. Class size,

poor sitting arrangement and ventilation affect teachers' performance. Ozigi (1977) also agreed with these findings when he said that school authorities should ensure that essential and other instructional materials are invaluable essential to successful academic career. Due to poor remuneration, late payment of salaries and tinge benefits, teachers tend to be disenchanted in the discharge of their duties in the area studied. Byars and Rue (1983) stated that if there is a match between the employee needs and work, functional behavior and attitudes like social withdrawal, absenteeism, hostility, low self-esteem and job dissatisfaction may not result.

The result also, showed that some teachers have negative attitude to work stemming from personality traits or lack-luster attitude to work and this affect effective management of the school. The response of the findings also shows that private secondary school was established as business enterprises by owners as a result, they use all stringent measures to run the school by treating their teachers with contempt which result to lack of good relationship between them.

Due to the fact that private schools are owned by individuals or groups, the financial situation can create problems for the school management. The finding is normally by meager resources they can raise by themselves or through the help of parents which in most cases are not enough for effective school management. Ogusanju (1981) supported this finding by saying that the financial situation of school can create problem for the educational manager. This implies that if financial condition of school is poor, it can demand readjustment.

Ineffective communication, according to the response of the teachers, can pose serious problems to the school management. If the teachers were not informed about the policies and programs or not communicated effectively, there may be misunderstanding which may spring up as a result of ignorance or inadequate information. The type of leadership style adopted by the private schools proprietor according to the respondents can also affect the leadership of the school especially if he is too autocratic, the school would be prone to crisis.

Furthermore, this implies that if the private schools administrators adopt all these factor they would enhance the relationship between them and the teachers which could also enhance their productivity. The respondents were of the opinion that allowing teachers go for in-service-training would enhance their productivity because they would acquaint themselves with recent educational development. The respondents also stated that if private school administrators delegate duties to their teachers, involve them in decision making, reward hard working teachers, a good working relationship will exist and their productivity will also increase. In support of these findings, Musaazi (1982) said that a well-organized school must establish mutual trust respect and warmth in the relationship between proprietors and members of staff. When this is done, according to him, the school, management can direct the staff to achieve desired goals.

5.2 THE IMPLICATION OF THE FINDINGS

The following are the implications of finding to education; inadequate facilities and poor planning as a major problem, thus, the quality of teaching learning is affected. Undue delay in teachers' promotion or no promotion at all is one of the reason teachers retreat unfavorably to school activities. These factors inhibits the effective teaching and learning process in private schools:

1. Unqualified and Poor educational qualifications of teachers due to high level of unemployment and rapid expansion of private schools in the country, this brings failure to students when the proper and adequate knowledge are not imparted in them. The students produced by these unqualified teachers will end up being educated illiterates.
2. Inadequate provision of instructional materials and equipment; this inhibits teachers' effectiveness in classroom and students' participation when they are not used. Lack of scientific equipment in the school affects practical experience in science.
3. Negative attitude of teachers to work steaming from poor working conditions based on meager salaries in some private schools. Consequently, teachers feel that they are

not recognized in the society, this makes their morale to be low not to inculcate the adequate knowledge to students.

4. Lack of teachers' involvement in decision making process in the schools, will make the teachers not to be serious with their jobs, because they feel that they are not recognized by the management, this will affect proper teaching and learning in such schools.

5. School time table and calendar are over loaded and inflexible, this affects quality teaching and learning in classroom.

6. Inability to manage the classroom effectively, adequate teaching and learning cannot take place in a noisy environment or atmosphere.

7. Lack of teachers' and students' involvement in the curriculum making affects teaching and learning in schools.

5.3 CONCLUSION

The study has shown that leadership styles strongly affected teachers' performance in many private schools in the studied area, which leads to deficiency in educational growth and development in Nigeria. Teachers' performance is lowered when the leadership style adopted by the management does not allow teachers to be involved in matters affecting them resulting from ineffective communication and high handedness of the school management. Also, poor conditions of service, affect teaches productivity, which invariably affect the general management performance of the whole system of the private educational institutions in Nigeria

However, the effectiveness of a school system is directly influenced by the professional performance of the leader of the schools because he or she is the individual who sets the tone and atmosphere within which teachers will function. If contemporary educational leaders are to achieve maximum effectiveness in moving their organization and its members to accomplish desired goals and attain the organization's mission, they must exhibit desirable leadership styles.

Open communication must be nurtured. Communication is essential to integration of the psychological system of individual teachers. Private schools management must be open minded and trust the creative capacities of their teachers to work co-operatively in an atmosphere of trust to nurture support from the teachers.

Private schools management must support a climate which allows teachers to participate in decision making. They should be encouraged to make those decisions and allowed to share their expertise and knowledge through open communication. Teachers heighten their awareness by participating in the decision-making process in all area of the total school environment, thereby enhancing their professional development.

Finally, to boost teachers' productivity, their conditions of service must be improved. Management must provide a means of recognizing teachers' performance and other achievements. This will convey to them that the organization cares and recognizes all they do.

5.4 RECOMMENDATIONS

Based on the outcome of the study, the following recommendations were made:

1. Adequate teaching facilities should be provided to encourage teachers' performance.
2. Teachers should be given the privilege to participate in taking decisions on areas that concern them. This will make them to obey such rules and regulations because they participated in taking the decision.
3. Teachers entitlements, promotion and salary should be paid as at when due.
4. There should be effective communication between the private schools management and their teachers in order to create conducive working environment and increase productivity.
5. The proprietors of private schools should be more democratic in dealing with their teachers to achieve greater productivity.

6. Private schools management should periodically allow their teachers to access criticize their administrative performance and make recommendations to improve areas of lapses.

7. Teachers should be allowed to go for in-service training in order to acquaint themselves with recent educational development.

9. While school administrators set the tone of their schools, the teachers set the tone of their classrooms, therefore, all participants on school improvement are to be recognized and motivated on their hard work and achievement.

5.5 SUGGESTION FOR FURTHER STUDIES

This research work is centered on leadership styles in private educational institutions in Nigeria. Therefore, further research should be carried up in private educational institutions in other countries and beyond.

5.6 SUMMARY

Leadership style has become a major problem confronting the proprietors of private schools. This study investigated the impact of leadership styles in private schools in Nigeria. This is necessary because the researcher wanted to find out if leadership styles adopted in private schools have any effect on the productivity of teachers towards educational development in Nigeria.

In the process of accomplishing this objective, relevant data for the study were collected using questionnaire of Likert modified four points rating scale of strongly agreed 4, agreed 3, disagreed 2 and strongly disagreed 1. This questionnaire contained items grouped into known the impact of leadership styles on educational development, factors that limit teachers' performance and factors which could enhance teachers and management. Ten (10) private schools were randomly selected, and five (5) teachers were used in each school, making a total of 50 respondents, and useable responses were received from 46 teachers.

The data collections were analyzed using the 4-points Likert mean. Using the 4-points Likert scale. In the cause of analysis, it was found that any leadership style existed in the schools studied; however, proprietors of private schools adopted combination of leadership styles, while some adopted autocratic style to run the affairs of their schools.

On the effect of leadership styles on teachers' performance, the findings revealed that stringent management style had adverse effects on teachers' productivity. However, teachers' performance could also be affected when there is inadequate provision of instructional materials and how motivation of teachers. Results also showed that poor staff development policies in private schools were one of the factors that limit teachers' performance.

The respondents opined that attitude of teachers toward their work, poor funding and lack of specialized teachers' also affected effective management which in turn, affect teachers productivity.

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DEFINITION OF TERMS USED

- Job performance: The action or function being carried out to a specified standard (Oxford Dictionary of Current English).
- Private School: A School that is owned by an individual or a group of people, but not by government.
- Leadership Style: The underlying need structure of the leader that motivates behavior in various leadership situations, (Fiedler, 1967).
- Management: Getting things done through people. The process, by which the elements of a group are integrated, coordinated and utilized so as to effectively and efficiently achieve organizational objectives (Drucker, 1964).
- Teacher: An individual who instructs lesson, provide activities, materials and guidance that facilitate teaching and learning.
- Management Techniques: Different managerial styles adopted by management in decision making and implementation (Byar 1983).
- School administrator: Someone who manages a school.
- Social Change: It refers to alteration in the pattern of social institutions in the society.
- Change Agent: Someone who makes effort to influence the adoption of new things.
- Social System: It is a system with various rules and status.

APPENDIX A

Institute of Graduate Studies & Research,
Department of Sociology,
Selinus University of Sciences & Literature,
Bologna, Italy.

15th January, 2020.

Dear Respondents,

RESEARCH QUESTIONNAIRES

I am a Ph.D. Student of the above named institution, conducting a research on “The Impact of Leadership Styles on Educational Development: A Sociological Analysis of Private Educational Institutions in Nigeria”.

Your school is among those selected for the study, and your response is required in achieving the purpose of this study. I sincerely need your assistance in the completion of the attached questionnaire designed to enable me carry out my study successfully.

This work is purely for academic, so the information received from you shall be treated confidentially.

Thank you for your anticipated co-operation.

Yours faithfully,

Peterclever Chisom Ugori.

APPENDIX B

QUESTIONNAIRES

SECTION A: PERSONAL DATA

Instruction: Please tick (✓) in the options provided or state clearly in the available spaces where applicable.

(1) Your Gender:

A Male

B Female

(2) Your age range in years:

A. 20 – 30 years

B. 30 – 40 years

C. 40 – 50 years

D. 50 years and above

(3) Years of classroom teaching experience:

A. 1 – 5 years

B. 5 – 10 years

C. 10 – 15 years

D. 15 years and above

(4) Your educational qualification (tick the highest)

A. NCE

B. B.Ed / BA

C. M. Ed / M.Sc

Other (specify)

SECTION B:

Consider the following leadership styles based on the features and indicate the one your proprietor adopted in administering the school.

1. Democratic Style

Features: i. Consult teachers and seek opinions, ii. Participation in decision-making, iii. Delegates tasks, minimizes order, promotes team work, sets standard, rewards good work, criticize objectively, encourages and considers staff welfare.

2. Autocratic Style

Features: Take decision alone, constant supervision, demand immediate acceptance of order, motivates with incentive and fear, has no trust, does not delegate tasks, rigid discipline, pays much attention to work than person, and does not consider feelings.

3. Laissez-Fair

Features: No definite administrative plan, no pattern of work or supervision, little or no inputs from subordinates, subordinates create and follow their own goals, nonchalant attitude.

INSTRUCTION: Tick the one most appropriate to you in the space provided.

Response Key:

Strongly Agreed (SA)

Agreed (A)

Disagreed (D)

Strongly Disagreed (SD)

Consider the following leadership styles based on the features and indicate the one your proprietor adopted in administering the school.

1. DEMOCRATIC STYLE

S/N.	ITEMS	SA	A	D	SD
1.	The principal should consult teachers and seek their opinion.				
2.	Teachers should be allowed to participate in decision making.				
3.	Tasks should be delegated and minimized.				
4.	Promotes team work, sets standard, and reward good work.				
5.	Encourages and considers staff welfare.				

2. AUTOCRATIC STYLE

S/N.	ITEMS	SA	A	D	SD
1.	Takes decision alone.				
2.	Constant supervision.				
3.	Demand immediate acceptance				
4.	Motivates with incentives, fear and has no trust.				
5.	No delegation of tasks.				

6.	Rigid discipline.				
7.	Pays much attention to work than person.				
8.	Does not consider feelings.				

3. LAISSEZ – FAIR

S/N	ITEMS	SA	A	D	SD
1.	There is no definite administrative plan.				
2.	No pattern of work or supervision.				
3.	Little or no inputs from subordinates.				
4.	Subordinates create and follow their own goals.				
5.	Nonchalant attitude.				

SECTION C:

INSTRUCTION: Tick the one most appropriate to you in the space provided:

Response Key:

Strongly Agreed (SA)

Agreed (A)

Disagreed (D)

Strongly Disagreed (SD)

1: WHAT ARE THE EFFECTS OF LEADERSHIP STYLES ON TEACHERS' PERFORMANCE?

S/N.	ITEMS	SA	A	D	SD
------	-------	----	---	---	----

1.	Non-involvement of teachers in matters affecting them reduces their work moral.				
2.	Leads to truancy and indiscipline among students.				
3.	It causes attrition among teachers.				
4.	Sporting activities and other extra-curricular activities would suffer a setback.				
5.	Reduction of academic achievement of students.				
6.	Exodus of teachers and students to other schools.				
7.	Poor teachers' welfare results to teachers' complaint and absenteeism from school.				
8.	Quick discipline by proprietor affects teachers' performance.				
9.	Reduces creativity when school management insist on enforcing rules and procedures.				
10.	It changes the working environment making it prone to crisis.				
11.	Teachers exhibit lack-luster attitude to work when supervised closely and regularly.				
12.	Non-involvement of teachers in matters affecting them reduces their work moral.				

2: TO WHAT EXTENT DO YOU AGREE THAT THE FOLLOWING FACTORS COULD LIMIT YOUR PERFORMANCE?

S/N.	ITEMS	SA	A	D	SD
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1.	Inadequate provision of instructional materials in the school.				
2.	Lack of teachers' involvement in decision making process in the school.				
3.	School time-table and calendar are over loaded and inflexible.				
4.	Low motivation of teachers and poor personnel management.				
5.	Employment of non-professional teachers.				
6.	Disparity in salary between public and private schools.				
7.	Mismanagement and high handedness of the school management.				
8.	Poor working conditions.				
9.	Inadequate facilities and equipment to execute school programs.				
10.	Personal traits.				
11.	Poor staff development policies in the school				
12.	Inability to manage the classroom effectively				
13.	Class size, poor sitting arrangement and ventilation.				
14.	Hostile attitude of parents.				

3: INDICATE THE DEGREE TO WHICH THE FOLLOWING FACTORS AFFECT EFFECTIVE MANAGEMENT OF PRIVATE SCHOOLS.

S/N.	ITEMS	SA	A	D	SD
1.	Lack of Specialized teachers.				
2.	Schools managed as business enterprises.				

3.	Location of the school.				
4.	Inconsistent salary structure of workers.				
5.	Unnecessary interference by parents and government officials.				
6.	Poor funding and inadequate facilities.				
7.	Attitude of teachers towards their work.				
8.	Leadership style adopted.				
9.	Irregular government policies.				
10.	Constant sacking of teachers.				
11.	Resignation of teachers without prior notice.				
12.	Ineffective communication in the school system.				

4: INDICATE THE DEGREE TO WHICH THE FOLLOWING FACTORS AFFECT EFFECTIVE MANAGEMENT OF PRIVATE SCHOOLS.

S/N.	ITEMS	SA	A	D	SD
1.	Teachers must be dedicated to their duties.				
2.	The school management should create conducive environment for teaching and learning.				
3.	Teachers must be involved in decisions that affect them.				
4.	Work load carried by teachers must be reduced to affect effective teaching.				
5.	There must be effective communication between the management and the teachers.				
6.	Improved conditions of service will make the teachers to work hard.				
7.	The management should not be too quick and punitive in punishment.				

8.	Adequate teaching facilities encourage teachers' performance.				
9	The management should delegate tasks to teachers to build their confidence.				
10	The management should not discriminate in rewarding hard working teachers and punishing erring one.				
11	Constant sacking of teachers should be minimized.				
12	Teachers should teach according to their area of specialization.				
13	Management should recruit only qualified teachers.				
14	Teachers should be allowed to go for in-service-training in order to acquaint themselves with recent educational development.				